

IDAHO CHARTER SCHOOLS
Program Evaluation Report
Year Two

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Executive Summary

The State of Idaho has had charter schools in operation for three years. A total of nine charter schools have opened since Fall 1998; all but one are in their second or third year of operation. Most of the schools are located in the more populated areas of the state. The total number of students served by charter schools is 1067 statewide.

This is the second annual report in a five-year comprehensive evaluation of the Idaho Charter School Program. It examines the charter schools on several quality and viability indicators. The information is based on self-reported data from the schools, site visits, and surveys of key stakeholders. Data are reported in terms of general characteristics, individual school profiles, survey generalizations and site visit reports.

The primary findings of this study are that:

- Schools are making progress on their goals. All school have either met or exceeded some of their goals. The majority of goals related to student achievement (over half of all goals) were met or exceeded.
- Shared philosophy and small size continue to be two factors that make charter schools unique. Eighty percent of staff believes there is commitment to the missions of their respective schools. Charter schools have an average of 20 percent fewer students per teacher than their conventional counterparts.
- There is an increase in the number of programs or educational approaches being offered by the schools.
- Demand for charter schools in Idaho is extremely high. The waiting lists of schools nearly match (93 percent) that of total enrollment.
- Charter schools are bringing more students back into the public system. According to parent surveys, approximately 29 percent of students were home schooled prior to charter enrollment.
- A greater number of charter schools are taking advantage of scheduling flexibility than in the past.
- Schools are addressing the needs of special education students. All but one school has at least one special education certified teacher on staff. Other services being offered by some schools are counseling (two-thirds have it available either on site or through the district) and after school programs (five of nine schools reported availability).
- Parents continue to have high levels of involvement at all of the charter schools. Several schools reported having other community volunteers and business partnerships as well.
- Facilities continue to be an issue for charters. Only one-third of schools reported that they are in permanent facilities.

Key recommendations include:

- Encourage schools to revisit their goals and measurement of them, and rewrite them if necessary, in order to further increase accountability
- Vary the kinds of sponsoring agencies by adding an alternative to district sponsorship in order to increase the number of charter schools in Idaho

- Encourage charter schools to consider equity issues in their enrollments so that their student demographics are more reflective of their respective districts.
- Increase awareness of what public charter schools are about in order to: (1) convey that charters can be more than “alternative schools” for at-risk students; and (2) change the perception that charter schools are “like private schools.”
- Revisit the evaluation process to allow schools greater flexibility in submitting data and distributing surveys in order to increase participation and quantity of data.

Introduction

This document is an evaluation report of the Idaho charter schools program. The evaluation was conducted by the Northwest Regional Educational Laboratory (NWREL), under contract with the Idaho Department of Education. It is the second report in a five-year study of the program; the final report will be completed in 2004. This report contains comprehensive school profiles, an indepth analysis of data collected from a site visit of the newest school (site visit reports of all other schools are included in last year's report), and surveys administered to teachers, students, and parents of each charter school. The report also compares data among schools, discusses technical assistance needs, and makes some conclusions and recommendations for future policy.

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Charter Schools in Idaho

Idaho is the 31st state in the country to pass a charter school law. Nine charter schools have opened in the state of Idaho since the passage of its Charter School Law in 1998.

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This evaluation report includes the nine currently operating charter schools. Only one of the nine schools in this study was in their first year of operation. Most of the schools are very close to large population centers (see Figure 1).

The schools included in the evaluation (and their locations) are:

1. Anser Charter School (Boise)
2. Blackfoot Community Charter School (Blackfoot)
3. Coeur d'Alene Charter Academy (Coeur d'Alene)
4. Lost Rivers Charter School (Arco)
5. Meridian Charter School (Meridian)
6. Moscow Charter School (Moscow)
7. Nampa Charter School (Nampa)
8. Pocatello Community Charter School (Pocatello)
9. Renaissance Charter School (Moscow)

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Figure 1. Location of Charter Schools Within Idaho



The Evaluation Model

Guiding Questions and Philosophy of the Evaluation

NWREL used three questions¹ to guide the collection, analysis, and reporting of data for this evaluation.

1. Did the charter schools accomplish what they proposed, based on their mission and goals?
2. Did their students meet the achievement levels proposed in their charter school applications?
3. What makes charter schools in Idaho unique?

With nine charter schools in operation, the U.S. Department of Education Charter School Grant continues to have impact in Idaho. Charter schools in Idaho offer unique learning opportunities and expanded educational choices to nearly 1100 students. Charter schools in Idaho also offer opportunities for educators to play new roles and test new forms of school governance. The ultimate success of charter schools in Idaho is, and will be, reflected in their ability to make progress toward the educational mission and goals to which they have agreed to be held accountable, as well as their impact on public education reform. Evaluation is a critical step in the successful demonstration of the accountability and impact of charter schools in Idaho.

This evaluation is guided by the notion that program evaluation is a process done *with* rather than *to* the stakeholders of a charter school. In order for the evaluation to be successful, it must meet the needs of the various stakeholders of each charter school, including the Idaho Department of Education. For this reason, administrators, teachers, parents, and students from each school are included in the evaluation, and the staff of the Idaho Department of Education were, and will continue to be, involved in reviewing draft documents throughout its course.

Data Collection Methods

The evaluation process includes three principle components: individual school profiles, surveys and site visits. Each school provided information to complete and update its profile, which was started during last year's evaluation process (except in the case of Blackfoot Community Charter School, the newest school). The completed school profiles can be found in the School Profile section (see Appendix A). The instructions that were sent with the profiles are included at the beginning of Appendix A.

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Second, evaluation instruments were designed to complement the existing data. Three separate surveys were developed to address the evaluation questions, one for each group of major stakeholders: parents, students (fourth graders or above), and staff (teachers, administrators, and any other staff coming into frequent contact with students).

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All three surveys assessed satisfaction with the school and reasons for either attending, having child(ren) attend, or working at the school. All three surveys also listed a variety of statements about the schools with which respondents rated their level of agreement. The parent and

¹ These questions came from the Massachusetts and Colorado State Charter School Program Evaluation Reports.

teacher/administrator surveys measured the perceived success of the schools in addressing their mission and goals and the teacher/administrator survey assessed technical assistance needs. The surveys have remained very consistent from year to year, with only minor modifications made to address issues that surfaced in year one of the evaluation. Copies of the surveys can be found in Appendices B through E. The mission and performance goals for each school were included with the surveys so that respondents could address questions relating to their school's mission and performance goals.

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Parent surveys were sent to each school for distribution along with instructions and self-addressed stamped return envelopes for confidentiality. The three surveys were also posted online for those with Internet access; passwords were required for entry to the surveys. Students and staff in all but two of the schools took surveys online; hard copies were sent to the schools unable to participate online. A 100 percent participation rate was requested from all three groups. Return rates and responses are discussed beginning on page 17.

District superintendents or charter school liaisons were also interviewed by phone. They were asked about their opinions regarding charter schools in their respective districts as well as in general. Questions assessed perceived levels of impact in areas such as competition and innovation.

A site visit was conducted at Blackfoot Community Charter School. All of the other eight schools were visited last year. The visits are included to add depth to the picture of the charter schools in Idaho, and to provide a better understanding of the process occurring at the school, the attainment of proposed goals, and specific challenges as well as positive outcomes experienced by the school. Each site visit reflected each school's unique school environment and the arrangements that had been made by each school. This year, Blackfoot Community Charter School was sent a site visit schedule request so that arrangements could be made for the evaluators to meet with key individuals, conduct small focus groups (with teachers, parents, and students), and observe classroom experiences.

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Characteristics of Idaho Charter Schools

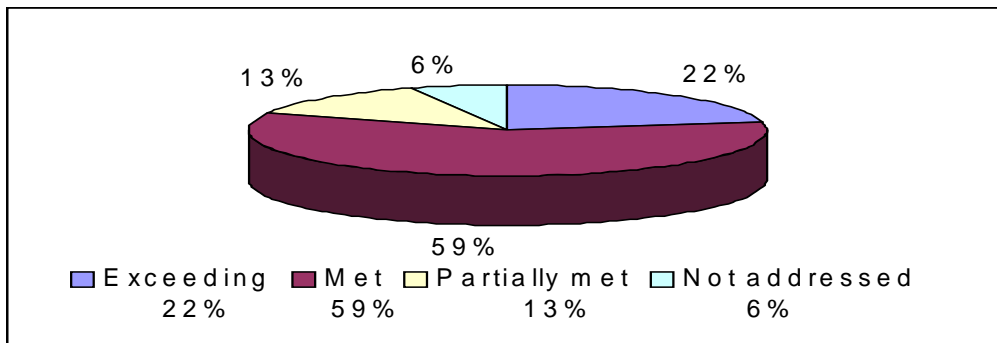
Overview

In Year One of this study, profiles were created for each of the eight charter schools included in the evaluation based on a review of existing data (charter applications, grant applications, annual reports) and input from schools. During Year Two, each school was asked to update—or in the case of the newest school, complete—its profile with information from the 2000-2001 school year. The individual school profiles include data separated into five categories: General Descriptions of the school and its students, Educational Program and Assessment, Performance Goals, Governance, and Financial Data and Other Outcomes. General characteristics of the schools, based on the profile data, are summarized below. Each school's specific data can be found in Appendix A. Most of the schools provided complete and updated profiles; a few left some key items blank. First year profiles were used as baseline data for this and subsequent years of the evaluation project. It is difficult to compare Idaho charters to charters on a national level since the comprehensive 5th year report² has not yet been released.

Adherence to Mission and Performance Goals

The number of goals of the charter schools has changed since last year. The range is now from two to 17, with an average of 7 per school. A few of the schools have made modifications to their goals, either to increase their accountability or to align their program with state standards. Goals are still primarily student-centered and relate to student achievement, personal development, attendance/retention, and student/teacher ratio. All schools have either met or are exceeding some of their goals. Of the 66 goals that were established by the nine schools, 22 percent were reported as having been exceeded, 59 percent were met, 13 percent were partially met, and six percent were not addressed³ (see Figure 2).

Figure 2. Levels of Accomplishment on Goals for All Charter Schools



² U.S. Department of Education, Office of Educational Research and Improvement's *The State of Charter Schools: National Study of Charter Schools* has been released annually since 1997.

³ "Did Not Address" category included situations in which data was not yet compiled, the long-range goal conditions did not yet apply (e.g., no high school graduates because there is no 12th grade yet), or the data was collected as baseline data rather than as performance data.

School Size, Enrollment and Admissions

Charter schools are serving between 17 and 266 students on site, and have a median size of 112. Five of the schools have at least 100 students. The total number enrolled in charter statewide is 1067, up 14 percent from last year. Five schools reported attendance rates; the average for these was 95 percent. The number of students leaving mid-year ranged from zero to 25 percent of enrollment, and reasons for leaving included lack of satisfaction with the program and moving out of the area. The total number of students on waiting lists nearly matches the total number of students enrolled in charters statewide. Two of the schools have waiting lists around 200 percent of enrollment. The average waiting list of schools is 141 students. All schools have open enrollment, though they have most likely placed limits on the number of students they can accept because of space constraints. Table 1 shows the enrollment-related figures for each school.

Table 1. Enrollment, Students Leaving Mid-year and Number of Students on Waiting Lists

School	Enrollment	Students Leaving	Waiting List
Anser	112	1 (1%)	250 (233%)
Blackfoot	55	14 (25%)	9 (16%)
Coeur d'Alene	208	32 (15%)	--
Lost Rivers	17	--	--
Meridian	143	15 (10%)	60 (42%)
Moscow	71	9 (13%)	5 (7%)
Nampa	266	1 (<1%)	520 (195%)
Pocatello	140	125 (89%)	0
Renaissance	55	17 (31%)	20 (36%)
Total	1067	89 (8%)	989 (93%)

Four schools had students that were dually enrolled with the local district, other high schools or local colleges. Three of these schools had high-school-aged students. Two of those schools each had one percent of their students dual enrolled in academic courses. One school had 20 percent dual enrolled in extracurricular courses, and the other had 78 percent dual enrolled in academic college courses.

Facilities

Building types included new buildings, former district buildings, modulars, a doublewide trailer, and leased business space. Three of the nine schools stated that they are now in permanent facilities (last year, four stated that their facilities were permanent). Of those three, the two elementary schools stated they had around 50 square feet per person, while the high school had 112 square feet per person. None of the other schools stated their square footage. The national average⁴ is 103 square feet per student.

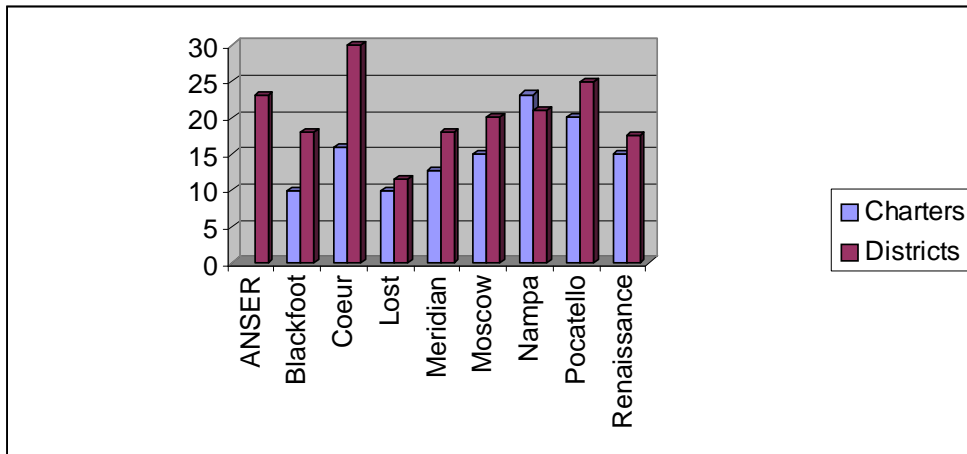
Student-to-Teacher and Student-to-Adult Ratios

Six of the nine schools reported their student-to-teacher ratios. The average ratio is just above 16-to-1 (slightly up from last year's 15-to-1 ratio). Individual school averages ranged from 10-to-1 to 23-to-1. Figure 3 shows a comparison of charter versus district ratios (for similar grade

⁴ *Facilities Financing Survey*, Charter Friends National Network, 2001.

levels, where available). All but one of the charters that responded to this question had lower student-to-teacher ratios than their districts. The district average is slightly higher than 20-to-1.

Figure 3. Student-to-Teacher Ratios at Charter Schools and Their Districts



Five of the charters included student-to-adult ratios, since they often have parents assisting in the classroom. Student-to-adult ratios averaged 8-to-1, which is double the student-to-teacher ratio.

Grade Level/Student Organization

Table 2 shows the breakdown of the number of schools serving various grades level combinations. The schools serve slightly more elementary than secondary grades. Four of the schools plan to expand the number of grades they serve next year.

Table 2. Number of Schools Serving Various Grade Level Combinations

Grades served	K-5 or K-6	K-7 or K-8	K-12	7-11 or 7-12	9-11
Number of schools	3	2	1	2	1

Student Characteristics

Table 3 shows the student demographic data for the charter schools and their districts. All but three had within 10 percent of the district's minority percentages. Four of the schools had more free/reduced lunch students than their districts. The other charters had a much fewer number of free/reduced lunch students. This may be due to either lack of qualification for the program or lack of identifying students as such, the latter which may be the case if the school has no hot lunch program or capability. Two of the schools had a higher number of special needs students (with monitored Individual Education Plans or IEPs) than their districts. Again, reasons for these discrepancies are unclear. Only one school had Limited English Proficient (LEP) students; district averages ranged from zero to 20 percent LEP. Five of the charter schools serve children of organizers of the school. The average number of those students per school was five.

Table 3. Student Characteristics by Charter Schools and Their Districts (by Percent)

	Ethnic/Racial Composition							Free/ Reduced Lunch	Special Needs	LEP	Title I
	White	Black	Hispanic	Asian	Native American	Multi- Racial/ Other	Total Minority				
Anser Charter	92	1	2	2	0	--	4	8	17	0	N/A
Boise Indpn District	89	2	6	3	0		11	37	13	3	21
Blackfoot Charter*	47	0	2	4	2		8	62	35	0	20
Blackfoot District*	67	0	2	6	0		8	31	11		15
Lost Rivers Charter	85	0	10	0	5	--	15	70	--	--	--
Butte County Jt. District	90	Did not break out by race					10	56	14	2	100
Coeur d’Alene	Do not track and/or data is not available.										
Coeur d’Alene District	95	0	3	0	0	2	5	36	11	1	7
Meridian Charter	98	1	3	2	0	--	6	10	7	0	0
Meridian Joint District	93	1	3	2	<1		7	15	11	2	3
Moscow Charter	92	1	3	3	1	--	8	28	7	0	10
Renaissance Charter	98	2	0	0	0	--	2	47	5	0	10
Moscow District	91	1	2	3	1	2	9	23	12	12	2
Nampa Charter	95	0	3	2	0	--	5	9	N/A	N/A	N/A
Nampa School District	75	1	24	1	<1		26	50	12	20	20
Pocatello Charter	No data submitted.										
Pocatello District	87	1	6	5	1		13	38	13	0	0

SOURCE: Charter schools reported on their students' demographic information. District data was received directly from the district offices. Percentages may not add to 100 percent because of rounding errors.

*40 percent and charter parents and 24 percent of parents in conventional public schools in the Blackfoot District declined a response to this question.

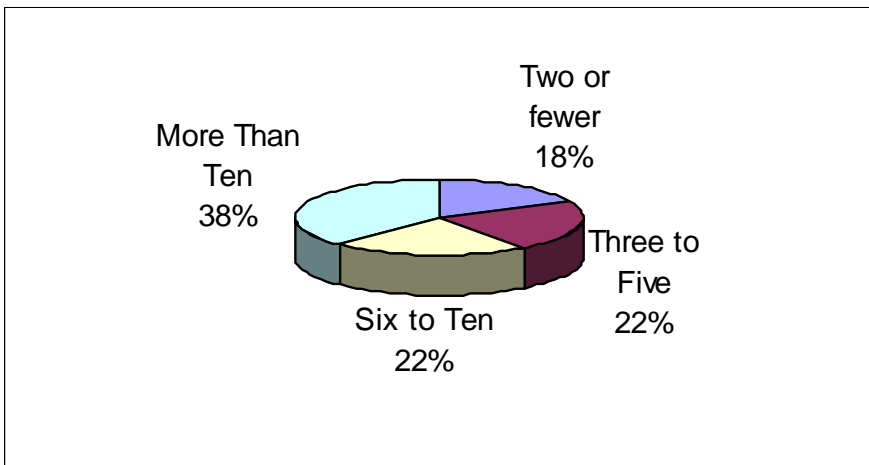
Teacher Characteristics

The schools employ 45 teachers full-time and another 16 part-time. *Years of experience in schools* ranged from one to 34 years, with an average of 10 years experience. Eighteen percent of teachers and administrators had two or fewer years of experience. Sixty percent had more than five years experience and over one-third had more than 10 years experience. (See Figure 4 for an illustration of years of experience.) Nearly 25 percent had experience in private/parochial schools. Just under 50 percent had experience in conventional public schools, with an average of 11 years tenure. Other areas of experience included the district office, preschool, foreign school, community school, colleges/universities and alternative schools.

Level of education: Of the staff (teachers and administrators) that hold a degree, 69 percent have bachelors degrees, 22 percent have a masters degree and nine percent have a doctorate. (The remaining percentage have various specialist endorsements.) The majority of degrees are in the areas of education, followed by psychology and English. Four degrees are held in some discipline of science, none are held in mathematics. Eight schools reported a total of nine special education endorsed teachers. Fifteen percent of teachers reported teaching in areas outside of their endorsement. These areas included study skills, Spanish, social studies, science, computer networking, math, Kindergarten and physical education.

This year, four teachers have left their positions from three different schools, reasons for which included not agreeing with the philosophy of the school (in three of the cases) and health problems.

Figure 4. Years of Experience in Schools



Schedule Adjustments

Some of the schools stated that they made minor adjustments to their daily schedules to accommodate events or teacher meeting times (i.e., early release). Only three of the schools appear to have made any major adjustments: two are on a year-round school schedule, while another extends its school year by almost two weeks than its sponsoring district.

Educational Programs

Table 4 shows the educational programs used by each school and the total percentage of schools using each program. Over half of the schools are using the following programs or approaches:

- Character instruction (78%)
- Hands-on/experiential learning (78%)
- Multiple intelligences (67%)
- Foreign language at all grades (67%)
- Project-based (67%)
- Multigrade/age (67%)
- Individual education plans (IEPs) (56%)
- Technology as a major focus (56%)
- Thematic/interdisciplinary (56%)

Three programs had double the number of schools utilizing them from last year. Four schools are now using Core Knowledge curriculum, six are providing foreign language at all grades, and two have gone to year-round school.

As stated previously (Year One Report), most of these programs are not unique in and of themselves. What is unique is that each school practices, or at least aims to practice, schoolwide application of its particular programs.

Performance Assessments

Table 5 shows the performance assessments used by each school. Some of the norm- and criterion-referenced tests are required of particular grade levels (see Appendix F for specific requirements). However, other forms of assessment, such as portfolios, are not required, though all but one of the schools are using them in order to track students' progress. It is interesting to note that seven of the schools stated that they were using IEPs as performance assessments, and five stated that they were using them for students' educational programs.

Six of the nine schools reported student achievement data. See individual school profiles (Appendix A) for more information.

Table 4. Educational Programs Used

	Total % Using	Anser	Blackfoot	Coeur d'Alene	Lost Rivers	Meridian	Moscow	Nampa	Pocatello	Renaissance
Multiple Intelligences	67	X	X		X		X	X		X
Character Instruction	78	X	X		X	X	X	X		X
Core Knowledge	44			X			X	X		X
Foreign Language At All Grades	67			X	X	X	X	X ₍₄₋₈₎		X
Individual Education Plans	56		X			X _(Sp Ed)	X		X	X
Block Scheduling	33				X	X		X		
Extended Year/Day	0									
Alternate start times	0									
Year-Round	22				X			X		
Hands-On	78	X	X			X	X	X	X	X
Service Learning	33	X						X		X
Technology As Major Focus	56		X			X	X	X		X
Thematic/Interdisciplinary	56	X	X		X		X			X
Project Based	67	X	X			X	X		X	X
Multiage/Grade	67	X	X		X		X		X	X
Brain Research-Based	11		X							

Table 5. Performance Assessments Used

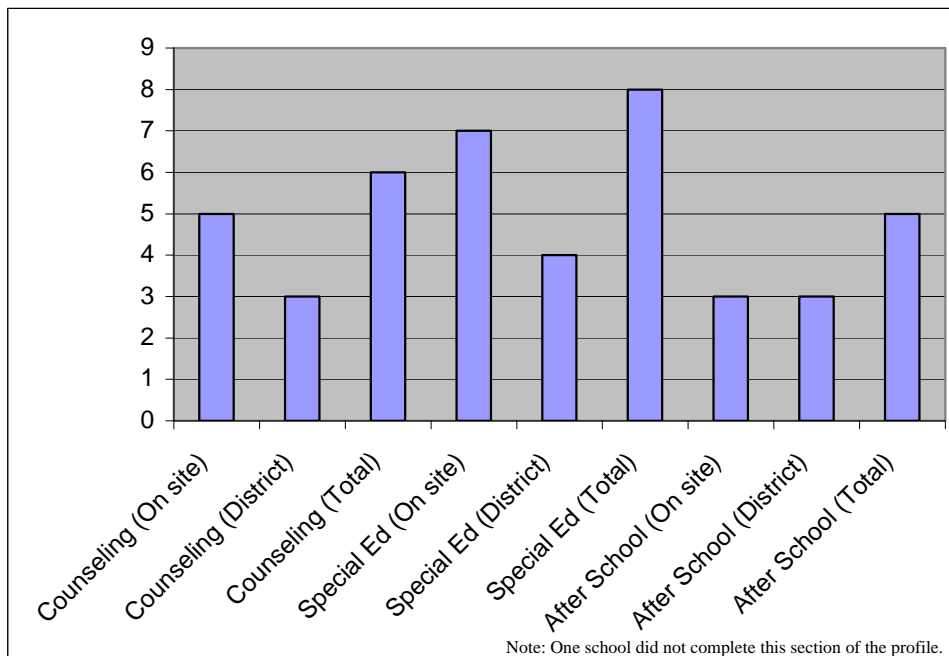
	Total % Using	Anser	Blackfoot	Coeur d'Alene	Lost Rivers	Meridian	Moscow	Nampa	Pocatello	Renaissance
CRITERION-REFERENCED TESTS and NORM-REFERENCED TESTS										
Direct Writing Assessment*	100	X	X	X	X	X	X	X	X	X
Direct Mathematics Assessment*	89	X	X	X		X	X	X	X	X
Idaho Reading Indicator*	67	X	X				X	X	X	X
Iowa Test of Basic Skills*	89		X	X	X	X	X	X	X	X
Test of Achievement and Proficiency*	33			X	X					X
District/School Criterion Ref'd	33		X					X		X
ACT/COMPASS/PLAN	22				X	X				
SAT	11					X				
PSAT	11				X					
PERFORMANCE ASSESSMENTS										
Portfolios	89	X	X		X	X	X	X	X	X
Individual Education Plans	78		X		X	X	X	X	X	X
TerraNova Performance Assessments	11			X						
Woodcock Johnson	11		X							
STAR and Accelerated Reading/Math	11									X
Selected Individualized Tests	11						X			

**Currently required by the state for various grade levels. See Appendix F for testing requirements.*

Student Support Services

The types of services that are available to students included counseling, special education and after-school programs. Some schools were able to provide these services on site, while others accessed them through the district. Figure 5 shows the number of schools with a particular service available on site and through the district, as well as the total number of schools with the service available. (Note that some schools can provide services both on site and through the district.) All of the eight schools that responded to this question provide special education services to their students, primarily on site. Two-thirds provide counseling, again mostly on site. After school programs are accessible to students of five of the charters, either on site or through the district (or both). No other types of services were mentioned.

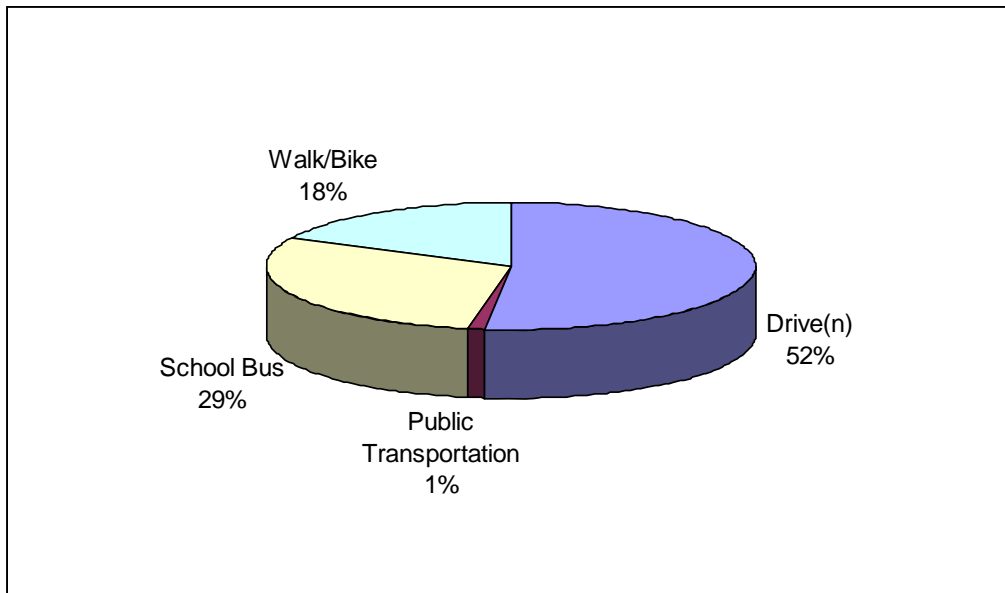
Figure 5. Available Student Services



Transportation

Over half (52%) of the students at the charter schools are driven or drive to school. Nearly a third (29%) of students take a school bus, presumably one that is on a district route. Seven of the eight schools responding to this question have access to a school bus. Eighteen percent walk or bike, and the remaining one percent take public transportation. Figure 6 illustrates this breakdown.

Figure 6. Methods of Transportation To and From Schools



Lunch Programs

Six of the eight schools responding to this question provide hot lunch to students, and all but one do this five days a week.

Governance

Nearly all the charters have typical administrative structure with the exception of one that has both a principal (for instructional leadership) and an administrator (for business leadership). Board membership ranges from five to ten individuals. One high school had a board comprised primarily of community members. However, parents were the most prevalent type of member for all other schools, followed by community members and then staff. No students were reported as board members. Committees (in addition to board subcommittees) included parent advisory/PTO, financial, academic, student, grounds and facilities, technology, library, board (responsible for nominations, etc.), communications, and community involvement.

Parent and Volunteer Involvement

All schools reported parent involvement (with the exception of one school that did not complete this section of the profile). Number of hours per month ranged widely. It is possible that the question was interpreted as hours per year. Only two schools responded with the percentage of parents that they believed were involved at the school (40% and 50%, respectively). While Idaho law does not allow charter schools to mandate parent involvement, they seem to be successful in getting parents involved (though they are apparently not tracking the involvement). Other volunteers are also utilized, as was reported by seven of the schools.

Business Partnerships

Four schools reported having partnerships with local businesses. The number of these partnerships ranged from three to 20.

Funding

Schools' annual operating budgets ranged from \$89,000 to \$1,480,150 (for the eight schools reporting), with seven having budgets over \$400,000. Figure 7 shows the annual operating budget for each school and is accompanied by enrollment figures (in white). Actual budget figures for each school can be found in the individual school profiles. Cost per student ranged from \$3,500 to \$8,520 annually, with two-thirds of the schools spending at least \$6,000 (see Figure 8).

Budgets are primarily comprised of state/district funding. Other types of funding included local grants (which accounted for the majority of additional funding received by schools), donations, professional technical and tax revenues (only one school reported receiving this). See Figure 9 for a breakdown of additional funding received by schools.

Six of the schools reported that they have identified students for additional federal funding (e.g., Title I). However, only one school stated that it is receiving all of the funding or services to which they are entitled. Two schools participate in discussions with their districts regarding the additional federal dollars will be spent.

None of the charters reported having any debt.

Figure 7. Annual Operating Budgets and Enrollment

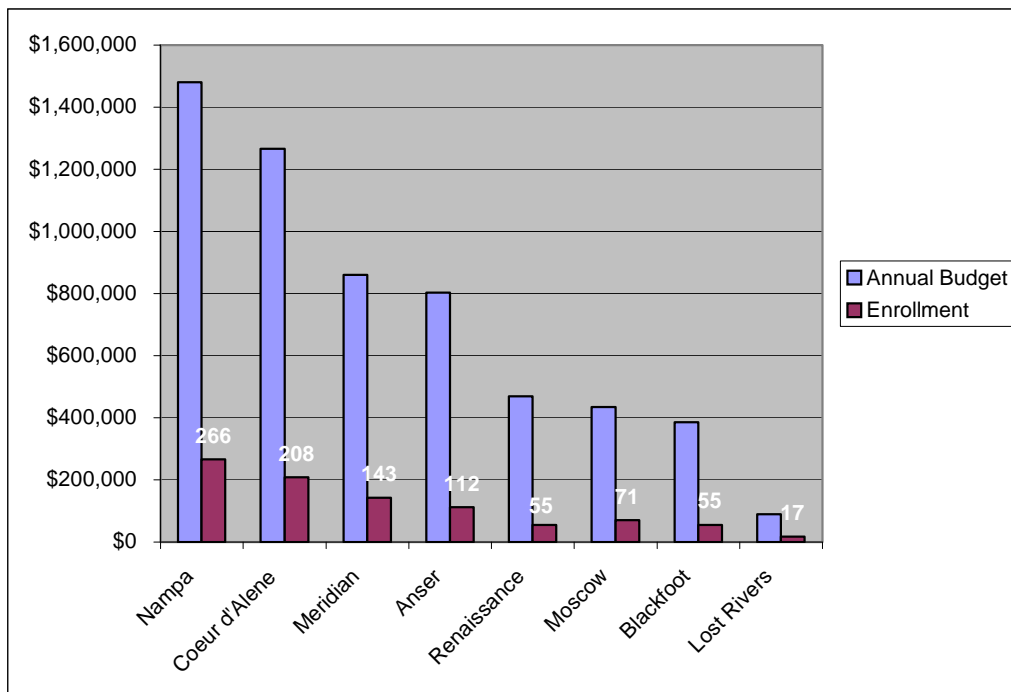


Figure 8. Cost per Student Annually

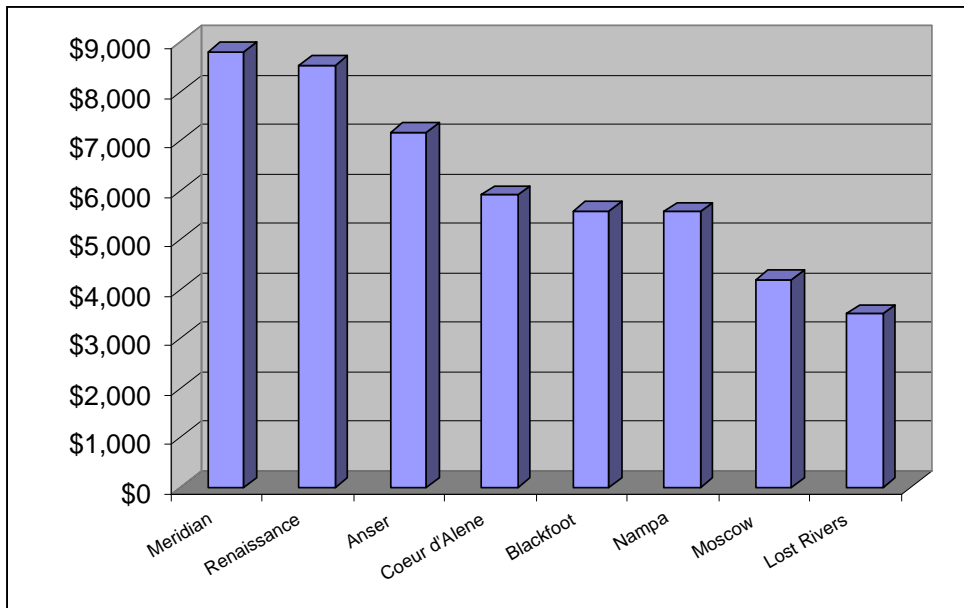
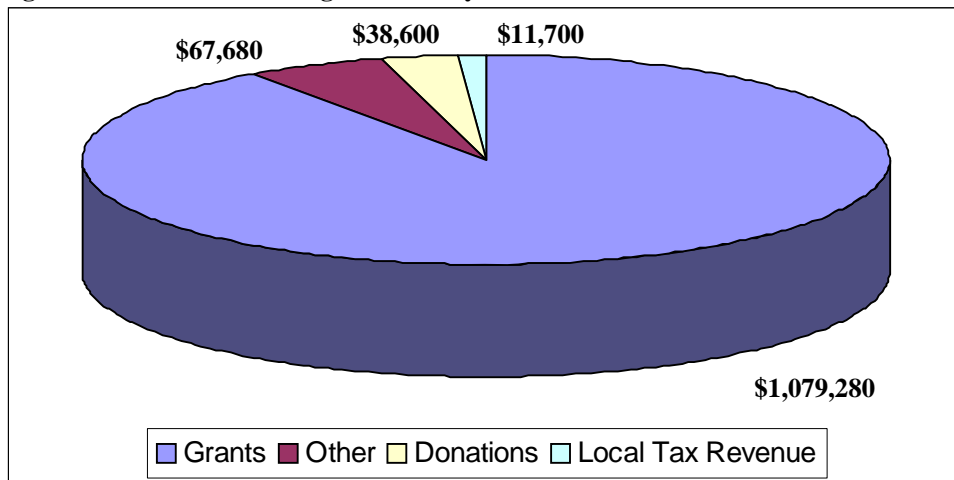


Figure 9. Additional Funding Received by Schools



Stakeholder Survey Generalizations

Four different surveys were administered to charter school stakeholders: parents, students, staff (defined as any employee of a charter school in direct contact with students), and district representatives (either superintendents or charter school liaisons). Table 6 gives the numbers of surveys returned for each group in each school (except for districts, where only one person from each was interviewed by phone) as well as the enrollment for each school. It is important to keep in mind that the number of surveys returned may or may not reflect the enrollment and staff numbers of the school. Also note that some of the information differs slightly from that found in the profiles. Percentages may not add to 100 because of rounding error or blank responses.

The researchers requested that schools administer the surveys to all staff and all students in the 4th grade or above, and that those surveys were to be postmarked by April 20. Parent surveys were to be returned by April 27. Those not received by May 11 are not included in the results. See individual school profiles for total enrollment and staff numbers, the Data Collection section for methodology, and Appendices B through E for the actual surveys.

Table 6. Number of Surveys Returned

School	Number of surveys returned			Enrollment
	Parents	Students	Staff	
Anser	55	48	12	112
Blackfoot	18	1	11	55
Coeur d'Alene	103	170	10	208
Lost Rivers	4	12	2	17
Meridian	72	113	11	143
Moscow	36	25	7	710
Nampa	83	132	9	266
Pocatello	16	57	10	<i>Not reported</i>
Renaissance	17	41	9	55
Total	404	599	81	

Staff Survey

A total of 81 staff responded to the survey. Staff is defined as teachers, administrators, instructors, or other paid employees that have frequent direct contact with students. (In Year One of this study, only teachers and administrators were surveyed.) Fifty-six percent of respondents were teachers. Founders or original staff members comprised 54 percent of respondents.

The top five *reasons for working at the charter school* were:

- Educational program (70% rated this as a very important reason)
- Interested in being involved in an educational reform effort (67%)
- High emphasis on academics (65%)
- Safety/climate at school (64%)
- Opportunity to work with like-minded educators (60%)

Other motivating reasons for working at the charter school were:

- Working for a principal with strong leadership and management qualities
- To obtain a spot for my child to attend here
- Possible to work at the same school that my son attends
- The high reports about the charter school from professors at the university
- Opportunity to create an environment to allow professional educators to make the real decisions about educating children
- Opportunity to be a founding member and have a voice in design
- I was on the design team and wanted to see the school through
- Failure of the [conventional] public school system to address key issues
- Consistency in the educational program

Difficulty in finding other positions was rated as “not important” by the majority (72%) of respondents.

When asked whether the school met their initial expectation, 75 percent stated that it had done so. Concerns that were expressed included:

“Communication is very poor.”

“It has not been exactly as I hoped it would be, but I believe that once we have established a reputation for preparing students more adequately than [conventional] public schools, we will more closely approximate our stated goals.”

“I had expected that there would have been better support/training from SDE/chartering district in the policies/procedures necessary to set up a school.”

“I feel we are working without adequate financial support. This makes it very difficult to meet all the mandates and to meet our own goals.”

“I am very disappointed with the overall quality of students and fellow staff members, several of whom I do not believe truly share a desire to effect significant school reform.”

“Failure to Ensure teacher governance role has led to parent control of the board in violation of the charter.”

“Difficulty arriving at shared vision and arriving at shared ideas of evaluation.”

When asked about their *level of satisfaction* on a variety of aspects of the school, teachers rated these as the top five:

- Evaluation or assessment of teaching performance (88% stated they were either satisfied or very satisfied)
- Teacher collegiality (85%)
- School mission (83%)

- Overall school climate/environment (81%)
- Professional development opportunities (80%)

These responses are very similar to those found in the Year One report, with the exception of “teacher collegiality.” As charter schools continue to develop and teachers work together, teacher collegiality will continue to increase if teachers work together toward achieving the mission of their school.

When asked about the process by which they were evaluated, teachers described observations (formal as well as informal on a regular basis), checklists/rubrics, interviews, goal setting, videotaping and self-evaluation.

Opportunities for staff development included:

- Inservices offered by the district (e.g., on reading, discipline)
- Classes offered through the university
- Computer certification training classes and workshops
- National and local conferences, including the Department of Education’s portfolio workshop for charters
- Special education administrative training
- Onsite workshops for school specific programs (e.g., Intercept, Expeditionary Learning)
- Staff planning time
- Grant writing workshops
- Site visits of other charter schools
- None

The most negative satisfaction levels were related to resources available for instruction (33% were either “dissatisfied” or “very dissatisfied” with this aspect of their schools). Other top areas of dissatisfaction included the school building/facilities (30%) and salary level and benefits (26% and 24% respectively).

Eighty percent of staff agreed or strongly agreed with the following statements about their schools:

About the students and the school

- Students feel safe at this school. (A total of 89% either agreed or strongly agreed.)
- It is important for our school to be held accountable to its performance goals. (86%)
- There is good communication between the school and parents/guardians. (86%)
- The school has high standards and expectations for students. (85%)
- I think this school has a bright future. (83%)
- The quality of instruction is high. (83%)
- Staff reflects upon and evaluates the success of the school’s educational program on a regular basis. (82%)

- This school is meeting students' needs that could not be addressed at other local schools. (81%)
- This school reflects a community atmosphere. (81%)

About parents

- Parents can influence instructional and school activities. (82%)

Teachers/Administrators about themselves

- Teachers and school leadership are accountable for student achievement and performance. (93%)
- Teachers are autonomous and creative in their classes. (86%)
- Teachers are challenged to be effective. (84%)
- There is commitment to the mission of the school. (82%)

The majority of staff disagreed or strongly disagreed on several negatively worded statements:

- Teachers are disenchanted with what can be accomplished at this school. (79% disagreed or strongly disagreed.)
- Class sizes are too large to meet the needs of individual students. (78%)
- Teachers are insecure about their futures at the school. (68%)
- Lack of student discipline hinders my ability to teach and the opportunity for other students to learn. (67%)

Agreement was roughly split on the issue of whether support services were available to students and whether the schools had sufficient financial resources.

Two other areas that the survey addressed are special needs students and meeting of school missions:

- Seventy-two percent believe that their schools are serving students with special needs (this is up sharply from only half stating so in Year One).
- Seventy-five percent thought that their respective schools were meeting or exceeding their stated missions; approximately one-third of those thought the schools were exceeding their missions. These results are nearly identical to those in found in Year One.

The following are teachers' greatest perceived strengths and weaknesses of the schools. The most frequently mentioned strengths and weaknesses are starred:

Strengths

- = Administration/leadership
- = Commitment of staff and parents
- = Educational program
- Individualized attention for students
- Small classes
- Flexibility and innovation

Weaknesses

- = Facility
- = Funding
- = Administration/leadership
- Special education funding
- Failure of the board to act in compliance with the stated mission
- Heavy workload

- It is open to all students
- Parental involvement
- Cohesive staff
- Technology
- Alignment of subject areas and communication between teachers
- The culture
- Multiage class rooms
- The mission as articulated in the philosophy statement contained in the charter
- The people: staff, parents, students
- Trying to accomplish too much in a short time
- "Mission drift"
- Teacher burnout
- Non-supportive district
- Overly critical parents who are not willing to volunteer at the school
- Public misperceptions of what the school is about
- Students coming to the school for the wrong reason
- Misunderstandings about the school's principles
- There are not enough of this type of school
- Weak local reputation

General comments about the schools included:

"If only local school districts can grant and/or renew charters there is little hope for true choice."

"It seems absurd that the local district should decide how many students can enroll in a charter school that is by principle in 'competition' with their schools."

"I hope the state and/or local communities can find an answer to the problem of no funding for facilities."

"I really believe in the charter school concept."

"If this school continues to go in the direction it is proceeding now, it will become a good school."

"It is quite impressive how far the [school] has come in such a short time considering the number of years the 'conventional' public school system has been in existence."

"We are charting new waters with direction, supplies, and support of our leaders, our parents, our students and each other."

Student Surveys

A total of 600 students completed surveys this year, compared to 201 students last year. Table 7 shows the types of schools in which students were enrolled.

Table 7. Types of Previous Enrollment

Type of school in which previously enrolled	Percentage of respondents
Conventional public school	91%
Private/parochial school	35%
Home school	29%
Other (English schools)	7%
Alternative public school	5%
Another charter school	4%
Did not attend school	1%

Ninety percent of students reported that they had *previously attended* conventional public schools. Charter schools attracted 75 percent of their students back into public education from non-public educational arenas. Compared to last year's survey, this year's responses show that substantially more students had been previously enrolled in private/parochial schools (35% this year versus 11% last year) and home schools (29% this year versus 7% last year). Additionally, 7 percent of the students responded that they had been previously enrolled in "Other" types of schools compared to 1 percent of students last year.

The number one *reason for enrolling* in the charter school was because parents thought it would be a better school for their child. Other key reasons for enrollment were that the school is a comfortable place (40%), that parents and students had heard that the teachers were better (40%), and that the school had interesting things to do (37%).

When asked to list other reasons for choosing the school, students cited the following:

“We knew lots of people that came here.”

“I was getting into trouble over at the other school and I needed to get away from the trouble and I needed extra help.”

“It would give me a better education than most of the other schools would.”

“It seemed like this school would be safer than a lot of the other schools.”

“I had a lot of problems in public school, the learning process was too slow, and often repetitive...I wasn’t being challenged enough...I wasn’t getting good grades.”

“They are willing to let me work at my own pace.”

“It will give me better skills to attend the college I want to go to, and give me better skills for the work force.”

“I wanted better one-on-one attention...classes at the public school were too big so the teacher didn’t pay attention to me.”

“Wanted to get out of the public school environment...to get away from bullies...violence...kids doing drugs...bomb threats.”

Students were asked to rate statements about their schools. The top six statements with which at least 90 percent of students agreed or strongly agreed, are (in order of agreement):

- There are rules in the school we must follow. (96%)
- Teachers and administrators know me by my name. (95%)
- I feel safe at this school. (93%)
- My teacher is available to talk to me or help me when I need it. (92%)
- This school is doing a good job preparing me for the future. (90%)
- The school building is clean and well taken care of. (90%)

Special needs: Sixty three percent (63%) of students believe that their school helps all students learn, including those with special physical or learning needs. Twenty one percent (21%) said they did not know, while 6 percent of the students said that their school did not help all students learn.

The following comments are regarding the students' *greatest perceived strengths and weaknesses* of the schools:

Strengths

- I like my teachers—they care about us, they listen, they don't ignore your needs, and they challenge me beyond my average
- The style of learning is more interesting and teachers make learning fun
- I like the small school and the small classes
- We get a lot of say in a lot of things
- The students in attendance—they care for one another and have the ability to have intriguing conversations with one another
- There are more choices regarding classes in languages, computers
- I feel safe and don't have to worry about someone trying to hurt me at school

Weaknesses

- Don't have enough space for what we all want or need to do
- Not enough extra-curricular activities offered
- Not enough equipment for PE and sports or other resources like lockers, computers, bathrooms, or places to eat
- Extra classes are not available
- Students who cause trouble
- Teachers/staff who are ineffective at disciplining and aren't respectful to students
- Disorganization and lack of structure
- Hate wearing a uniform

Some students stated that strengths included the resources and small size, while others found their school decidedly lacking in resources and classes offered. Some students found the small size to be a detriment.

Parent Surveys

A total of 462 parents completed surveys. The majority (71%) reported having one child enrolled in the charter school; nearly one-quarter had two children enrolled.

The *distance that families lived from the charter schools* ranged from less than one mile to 95 miles, with the average distance being 6 miles. Almost one-third of the students (31%) traveled two miles or less to the school. Twenty-seven percent (27%) live seven miles or more from the school.

Parents rated the following as the top five *reasons why they sent their children to the charter school*. At least three-fourths of parents rated these as "very important":

- Good teachers and high quality instruction (92%)
- Educational program (91%)
- Unique opportunities for my child at the charter school (87%)

- Academic reputation (high standards) of this school (83%)
- I prefer the emphasis and educational philosophy of this school (83%)

An open-ended question solicited these responses as other reasons for selecting that school:

- Smaller class size with low student-to-teacher ratio
- Emphasis on technology and other special classes (foreign languages such as Spanish and Latin, theater, piano lessons, career opportunities, etc.)
- Dress code and uniforms
- Active parent involvement and the availability of the teachers to the parents as well as the teacher's willingness to work with individual parents
- Motivated teachers and administrators
- High education standards and academic accountability
- Children anxious to attend the charter school
- Discipline, respect and other character traits that are emphasized

Ninety-four percent of parents stated that they were familiar with their *school's mission*. After reading a copy of the mission statement (which was attached to the each school's survey), a total of 84 percent of parents believed that the school was *meeting or exceeding its mission*; over one-third of those thought the school was exceeding its mission.

Ninety-four percent of parents stated the charter school had met *initial expectations*. The comments of those who answered "yes" regarding expectations being met included:

- Wonderful "tuned in" teachers and staff who have high standards that the children meet.
- Mixed: exceeded in areas of philosophy, but not yet realized.
- The great effort from the staff and administrators who do all they can to help the children.
- The sense of community and teaching excellence.
- My child is learning how to learn. She will succeed anywhere.
- The school has been responsive to the needs of the children and has given them individual attention and support when needed.

Those who felt the charter school had not met their initial expectations commented as follows:

- Previous principal was difficult to deal with.
- It has taken time to develop the expeditional process. The concept is good, but the practice is still growing.
- Classroom instruction still impacted by severely "conservative" community (e.g. human body systems project won't cover the reproductive system).

In rating *satisfaction*, at least 90 percent of parents were either satisfied or very satisfied with the following aspects of the schools:

- Potential for parent involvement (97%)
- Educational program (97%)

- Teachers and other school staff (96%)
- Progress toward meeting school's mission (96%)
- Overall school climate/environment (95%)
- Standards and expectations (94%)
- Class sizes (93%)
- Their child's academic achievements (92%)
- Administrative leadership (91%)
- School stability (91%)

Parents were least satisfied with extracurricular activities and physical facilities (30% each) and school resources (20%) of parents stating that they were either dissatisfied or very dissatisfied with these aspects of their schools.

Parents were asked to rate their agreement with several statements about their charter schools. Over 90 percent agreed or strongly agreed that:

- The quality of instruction is high (97%)
- The school is supporting innovative practice (95%)
- My child is motivated to learn (92%)
- The school is meeting my child's needs (92%)
- My child receives sufficient individual attention (91%)
- Parents have the ability to influence the direction of the school (90%)

Another statement with which parents agreed or strongly agreed (89%) was that "teachers and school leadership are accountable for student achievement and performance." Parents were roughly split on whether support services (e.g., counseling, health care, etc.) were available for their children.

When asked about whether they thought the school was meeting the needs of *special needs students*, only 38 percent said "yes". Forty percent of parents said they did not know, and 17 percent said special needs did not apply to their school. Five percent of parents believed that special needs were not being addressed.

Parents reported a variety of *types of involvement* with their schools. Their contributions are shown in Table 8. Most involvement took the form of classroom volunteering.

Table 8. Types of Parent Involvement

Percentage of Parents	Type of Involvement
7%	Planning/founder
17%	School committee member
5%	Board member
50%	Classroom volunteer
24%	Other
24%	None

“Other” involvement included:

- Box Top Coordinator
- Chaperone Parties/School Dance
- Club Sponsor
- Custodian
- Donations of money, books, snacks, art supplies
- Field trips
- Fund raising, Grant writing
- Librarian
- Parent Organization/Parent Advisory Committee/PTA/PTO/PVO
- Playground Monitor/Supervisor
- Office Assistance
- Serve lunch
- Special speaker
- Sports
- Staff
- Student Led Conference Programs
- Substitute for Personnel
- Summer car wash
- Supportive parent
- Staff
- Technical Support
- Web Site Work/Technology Support
- Yard work

One parent wrote “(I) attempted to be involved, but my efforts were rebuked!” (The charter schools have encountered varying amounts of parent involvement, and, at times, have found parents overly-involved.)

When asked about their greatest perceived strength, the parents overwhelmingly answered the dedicated, caring, committed teachers and staff. The following are a few select quotes from the parents regarding their appreciation of the staff:

- The English teacher continues to stretch the minds of his students.
- Teacher’s innovative ways of teaching. Rewarding students when they demonstrate they are “thinking”.
- Teachers love what they are teaching and the children can tell.
- The teachers are willing to help each student individually before or after school. From the principal down to the staff, everyone is interested in each student doing their best.
- Staff commitment to educational excellence.
- The teachers are there because they want to be and it shows in their teaching and direction with the children.
- The excitement the teachers express to the students about learning.
- Teachers get to know their students.
- The closeness of the students and teachers. No one is an outsider unless they would like to be.
- The people—the attitude of the staff towards the children is wonderful. There is a genuine feeling of respect between child and adult that goes both directions.
- The teachers are concerned about the children and that they are learning and understanding what is being taught.
- The teachers are all excited about teaching and they all strive for nothing less than excellence! They are so motivated, they motivate our children. Thanks to the charter school, our children will be lifetime learners.

The following comments are regarding the other perceived strengths of the schools:

- Small class size.
- Willingness to work to meet individual needs. Students are allowed to go at their own rate of progression and are not held back with the rest of the class or be forced to be with the class when they are not ready. The focus is on each child's individual learning. Each student is challenged at his or her own level. The school encourages teaching styles to keep the students moving at their own rate and to help each student make education a positive factor.
- Lots of parental involvement. Parents are made to feel like an important asset to the school's success—not like unwanted intruders like I have felt in other schools. Volunteers have large roles so children can see parental priorities on their education.
- Its leadership—both administration and teachers—are available and willing to listen to my concerns. The principal does an excellent job of managing the school. She has high expectations and then helps the students and teachers to meet those expectations.
- A commitment to academic excellence with high standards, expectations and accountability.
- An emphasis on technology and a curriculum based on computers. Teaching technologies keeps pace with the work place to prepare its graduates for the world of work.
- The atmosphere and the feeling of an extended family environment. The students seem to show respect towards the teachers and others. The attitude of the staff towards the children is also wonderful. There is a genuine feeling of respect between child and adult that goes both directions.

Similar to the results from last year's survey, "facilities" was the most frequently mentioned weakness. This corresponds to the dissatisfaction mentioned by parents in another section of the survey. Other weaknesses included:

- Lack of adequate funding—not enough money to do the things that need to be done.
- Lack of extracurricular sports and activities. No opportunities to be involved in electives such as art, music, band, choirs, drama, home economics, foreign languages, etc.
- Need more choices as far as honors classes and gifted programs.
- Not enough physical education and no gym or shower facilities.
- Lack of technology and computer resources.
- Lack of support by the school board.
- Lack of resources and supplies.
- Lack of a library.
- No bus—lack of transportation.

The following are additional selected quotes. It is interesting to note that many parents do not appear to see their charter schools as public schools.

"Our charter school is a great school—far superior to our local public school."

“Our public schools would do well to take direction from the charter schools.”

“In question 10, I marked that I felt the school is meeting the performance goals of the school. I am very pleased with what the school has accomplished and I wanted to say EXCEEDS in all categories, but they chose very high goals to start with. I don’t think you can exceed those goals; just meeting them is a great achievement.”

“This school is an excellent alternative to the local public school. Standards are high and the quality staff does an excellent job of reaching each student where he is and encouraging him to success.”

“If the state allows the charter school format, it should also provide a mechanism for funding/financing or provide the facility. Otherwise, a great deal of energy is expended in start-up problems and making sure they have a roof over their head. It is admirable that this charter is working through these problems while still providing quality education to its students.”

Technical Assistance Needs

During their participation in the surveys, staff was asked to check any areas of technical assistance that are needed at the schools. Table 9 shows the percentage of respondents’ expressed needs. The areas in which the highest needs were expressed are school finance/budgeting, community relations, improving facilities, governance and leadership, program evaluation, personnel issues, and charter renewal.

Table 9. Areas of Expressed Need

Expressed Need	Percentage Citing
School finance/budgeting	75
Community relations	75
Improving facilities	63
Governance and leadership	56
Program evaluation	56
Personnel issues	53
Charter renewal	53
Regulatory issues	30
Accreditation	22
Alignment of curriculum with state standards	0

Other areas of expressed need were assessment and working with the district.

District Surveys

Of the eight districts with charter schools, seven responded to the request to be interviewed by phone. One district repeatedly stated that no one in the district was

familiar enough with its charter school, or the state law, to make informed statements. Six of the seven districts each have one charter school operating within their bounds; the seventh has two. Respondents were either district superintendents or charter school liaisons.

Charters as laboratories for innovation

When asked to what extent they thought that charter schools were, in general, “laboratories” for innovation, most respondents saw charters as somewhat innovative. Two saw them as not at all innovative. Respondents did note that levels of innovation varied from charter to charter.

Impact on district schools

None of the districts have made modifications to their curriculum or to course offerings based on what the charter schools are doing. Two of the schools have changed their marketing as a result of having a charter in their district. When asked about specific impacts on their districts, respondents’ top three items were loss of a particular kind of student, redistribution of office administration and changes in the community. All impacts were rated as having mild to moderate impacts. Other impacts included loss of financing, loss of students (in general), increasing challenge predicting enrollment, staff morale and divisiveness in the community.

Open-ended comments varied widely. Others commented on growing resentment “because [charters] manage the budgets for federal/state supported monies (e.g., Title 1, Special Education) and the charter schools have access to these monies without putting in the time and energy to either procure the money or manage it” and that the charter school “takes up a lot of the superintendent’s time.” A few of the districts commented that the changes have been positive, and even intentional. Respondents noted that impacts on their respective districts would be inversely proportional to a change in its size.

Types of Students

When asked if charter schools seemed to attract certain types of students, responses varied from “not at all” to “definitely.” Questions were posed regarding higher performing students, charters as “dumping grounds,” and socioeconomic and racial segregation. One respondent stated that “test scores show that the schools don’t necessarily attract higher performing students but do tend to attract parents who want to be involved more.”

Parent Involvement

The majority (five) of districts say they have analyzed how they give their parents a voice. Several stated that they were doing this before there were charters.

Increasing Competition

When asked if creating a competitive work environment leads to school improvement, respondents had varied responses once again. Most did think that there would be an increase in the number of charters in their district. One respondent hopes to use charter legislation to increase charters in her district to expand the offerings to their students. She

also thought that charters should provide something that's more difficult to offer than conventional public schools currently offer (e.g., opportunities to excel in specific skills such as technology and communication; health occupations; tourism; hotel management and culinary arts, etc.).

Conversely, another respondent stated that charter schools started off on the wrong foot with their peers by saying, "we're starting this school because we're offering things [the district] can't offer." He believes that this turned out not to be true and that charters should try to re-phrase public statements so as not to ostracize teacher peers.

One superintendent believes that the concept of charter schools comes out of dissatisfaction with the conventional public school system and that the charter school movement is an effort of people saying "listen to us." He believes that, in essence, every school should be a charter school, though he doesn't like the elitism that comes out of it. He does feel that conventional public schools can accomplish innovative things though there is a need for more collaboration. Also, conventional public schools have difficulty demanding parent involvement. Since this is one of the greatest strengths of charter schools, they may help stimulate conventional public schools' parent/community involvement.

Site Visit

The site visit to Blackfoot Charter School (BCS), the newest charter school in Idaho, occurred on May 4, 2001. While its educational program and philosophy are unique, the experience of BCS is somewhat similar to experiences of other charter schools that were visited during the first year of this program evaluation. These commonalities include parent involvement, small size, and leadership issues. Please refer to *Idaho Charter Schools: Program Evaluation Report, Year One* (NWREL, 2000) for more detailed information about Idaho's other charter schools and common issues.

BLACKFOOT CHARTER SCHOOL

Blackfoot Charter School (BCS) is a small school located in the center of Blackfoot. Students begin their day by meeting all together in a large downstairs room for a community meeting. The meetings include songs and stories on one of the "Cheetah values" that help define the school culture. Each multiage classroom (there are three) has students ranging from Kindergarten through fifth grade. Rather than working "at grade levels," students move more fluidly through "learning levels." At times, students move to different classrooms for instruction that suits their needs. For example, students may move to another classroom for math instruction. A student can move to another learning group based on his or her need.

One of the unique aspects of BCS is its use of the Intercept Program to assist at-risk students (about half of all students). Students are pulled out of regular classes several times a week to individually work on exercises designed to increase their focus and concentration. While this program has been used in schools around the country for over a decade, it is not currently being used in any other public schools in Blackfoot.

When parents were asked what they like about the charter school, they overwhelmingly responded that they appreciated that their children worked at their own pace. They reported that their students were more motivated than they were at previous schools, which included private and other public schools alike. Several parents had also home schooled their children and were considering continuing this practice until the charter school was established last Fall. Another key element that parents enjoy is character development through the Cheetah values system. Several parents also stated that there was no perception among students about who was "better" or "smarter" since there was so much movement among groups. Parents felt that this lack of competitiveness and put-downs made for a much more comfortable environment than was found in other public schools.

A core group of parents is very involved with the school. They helped select the curriculum, they are included in staff development, they assist teachers in the classrooms and work with students in reading groups. The school librarian is a parent volunteer.

BCS' relationship with the local school district is positive yet not entirely supportive. The charter itself took two years to get approved, and an appeal to expand the BCS to include

grade six is pending (approval seemed unlikely at the time of my visit). Several parents noted that if the district did not approve, over half of the now-fifth-graders would be home schooled next year rather than attend the sixth-grade only school that is offered at the district. However, the district is finding ways to work with the charter school, and charter leaders noted a positive change in attitude since the school first began operation.

When asked about the perception that the community had that the charter school might be “elitist” (as has been the perception in other communities in Idaho) both teachers and parents were quick to point out that BCS seemed to attract a high number of special needs students. The school’s commitment to working with such students (e.g., students who were behind grade level in reading) was the very thing that attracted parents to the school. Parents stated that they felt it was important to attract families that are interested in BCS’ philosophy and vision. The school advertises in the local newspaper and also asks parents to hand out flyers to families that they think may be interested.

The school has not been without challenges. Two of the three teachers are in their first year of the profession and had little guidance during the first few months of operation. No curriculum had been adopted early on, and teachers had to set everything up “from scratch.” Funding for the school was originally based on an anticipated 24 students, while enrollment rocketed to 55 at the start of the school year. Teachers were promised two full-time instructional aides per classroom when they agreed to teach at the school only to find no aides at all. (Finally, in February of this year, teachers were given part-time aides to assist them with the learning needs in their rooms.) These factors, along with lack of effectiveness on the part of the first administration, resulted in chaos. The first administrator was asked to leave the school mid-year.

Things have improved greatly since the arrival of the new part-time administrator: behavior problems have decreased and the vision of the school is coming more clearly into focus for those working most closely with the students. Practice has become much more consistent among all three classrooms. Some curriculum has been adopted (e.g., Saxon math), and the entire curriculum will be revisited this summer. Another goal is to align curriculum with upcoming state academic standards.

Teachers feel that teaching at the charter is more difficult than they thought it would be because so many of the children are “high need.” The spread of Kindergarten through fifth grade is particularly challenging, since some students are behind grade level and some are very advanced. Despite the challenges of working in a K-5 classroom, teachers note that the multiage configuration results in greater patience among students than in single-grade classrooms. The school is considering creating less of an age span within classrooms.

The school has also been attempting to implement “learning labs,” which are individualized stations where students participate at their own learning levels. The student-centered labs provide enrichment of what students are already learning in the classroom and are based on brain research. Teachers will act as facilitators for student learning rather than providing direct instruction. The hope is that the labs will ease the

pressure of having too many small groups within a class. The challenge has been for teachers to actually implement the concept of learning labs without sufficient example of what labs look like in practice.

Like many charter schools, BCS has its share of facilities issues. The historic building in which the school is housed is currently undergoing costly renovation. An asbestos abatement has kept the “gym” area off limits. The administration is considering another location for the school, though there is some commitment to the owner of the current building.

The BCS community realizes that accountability is the key to their success. The school is clarifying performance objectives for students, including the formalization of its current practice of quarterly goal-setting for each child.

Conclusions and Recommendations

The three guiding questions of this study as well as the charter school law itself will be used to focus on the progress of Idaho Charter Schools.

1. *Did the charter schools accomplish what they proposed, based on their mission and goals?*

Schools continue to make progress on their goals. The goals are primarily student-centered, though there are others that address staff development, attendance/retention and student/teacher ratio. Eighty-one percent of the goals of the charter schools are either being met or exceeded, up from approximately two-thirds of the goals in Year One. All schools have either met or exceeded some of their goals. Some schools are also modifying their goals to increase measurability and accountability and to align them with existing state standards.

Parents were less likely than school staff, percentage-wise, to state that their respective charter schools were meeting their goals. It is possible that schools are not adequately communicating their successes in relation to their goals.

2. *Did their students meet the achievement levels proposed in their charter school applications?*

This guiding question addresses the first intent of the charter law, “to improve student learning.”

Of the 66 goals established by the charter schools, over half (38) are related to student achievement. The majority of these goals were reported as having been met or exceeded. One school created a new set of goals this year and was therefore unable to report on progress.

The sixth intent of the charter law is to “hold the school... accountable for meeting measurable student educational standards.” Staff are certainly aware of this expectation (93 percent stated that they believed they are accountable). Many of the student achievement goals are measured with standardized test data or use portfolio demonstration to show learning. However, some measurements of the charter school goals are still fairly subjective (e.g., “staff opinion”). Other measures do not tie directly to goals of student achievement (e.g., measuring student learning of skills by virtue of offering courses or materials). Still, accountability has increased in the last year. Charter school representatives from nearly all schools have been working collectively on portfolio assessment to track student growth. The assessment is based on the Idaho Direct Writing Assessment and will likely be expanded to include the Direct Mathematics Assessment.

Seventy-three percent of teachers were satisfied or very satisfied with student achievement levels. This is down somewhat from satisfaction levels in Year One (in which 85 percent were satisfied or very satisfied). Though the reason for the decline is

unclear, it is possible that teachers are becoming accustomed to their students, expectations are very high (85 percent agreed or strongly agreed with this), and/or many have more higher needs students than previously.

3. What makes charter schools in Idaho unique?

Shared philosophy and small size continue to be two factors that make charters unique in comparison to conventional public schools. Each school has its own unique mission that was developed by founders and is generally known throughout the school. Missions usually address the educational program or philosophy espoused by the school. Over 80 percent of staff believe that there is commitment to the missions of their schools. In cases where teachers were not accepting of the philosophy, the teachers often left the school rather than staying on and attempting to isolate themselves. The second and third intents of the charter law are to “increase learning opportunities for all students with special emphasis on expanded learning experiences for all students” and “include the use of different and innovative teaching methods.” The schools have adopted a multitude of programs (see Education Programs, pages 10-11). The programs in and of themselves may or may not be unique (some are pre-packaged curricula); however, the programs are adopted school-wide and they fit in with the philosophy and mission of the school (rather than being adopted for the sake of adopting something new and easy to use). The programs are also providing a variety of opportunities for students. Teachers reported being very satisfied with the collegiality of schools, and this certainly assists in increasing consistency of methods across classrooms within a particular school.

Relatively small size and low teacher-to-student ratios have been a unique factor of the charter schools. The small size is perceived generally as a positive feature of the schools, though some students, particularly those in older grades who have had previous experience with greater anonymity, find the small school communities oppressive. Small size also impacts possibilities of extracurricular programs, since funding is primarily a function of attendance/enrollment.

Idaho charters are also unique because of the high number of students on waiting lists. Waiting lists are nearly matching enrollment. Unlike conventional public schools, the charters may designate a maximum number of students that they accept each year. Often this is necessary because of facility limitations. Charter schools are providing “parents and students with expanded choices in the types of educational opportunities that are available with the public school system,” another intent of the charter law, though to a limited extent. Enrollment is up 14 percent since last year. Slow growth of the number of charter schools, while beneficial on one hand because it allows for some control, is not keeping up with the high demand for educational options.

Another unique opportunity for charter schools is flexibility in scheduling. Two charters are now on year-round schedules. Another has increased its calendar year nearly two weeks more than its district.

An interesting surge in the student population is the number of students that were previously home schooled. Nearly one-third (29%) of parents surveyed stated that their students were home schooled prior to enrolling in a charter school. Charter schools are bringing in an ever-increasing number of home schoolers into the public system.

Additional conclusions

The state charter law intended the schools to “create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.” Many teachers reported that they were able to creative in their classrooms and that they were “challenged to be effective.” There were many opportunities for staff development, including onsite workshops, classes, staff planning time and district inservices.

Charter schools are striving to meet the needs of a wide variety of students. In terms of special education, eight schools reported providing special education services to students, and eight schools now have special education certified staff. More staff (79%) did note this year that their respective schools are addressing the needs of their special education students. However, only two schools reported having an equal or greater percentage of special education students than their districts. Thirteen percent of parents also stated, in their survey responses, that special education did not apply to their school. This tells of the lack of understanding that many have regarding the public nature of the schools, i.e., that the schools are open to all students regardless of their needs. Diversity in other areas of student demographics varies among schools; most have fewer minority students than their conventional counterparts. Over half of the charters have fewer free/reduced lunch students than their counterparts; this may be because of lack of identification of students as such.

A variety of student services are available to most charter school students. Hot lunch is being provided by six schools, five of which provide it five times per week. Four of these schools serve a greater population of free and reduced lunch qualified students than their districts, in terms of percent of total student body. Most of the schools have access to a school bus, though whether the routes are able to serve most students in those schools remains in question.

Not surprisingly, as charter schools are in existence longer, it becomes easier for them to see themselves with greater clarity. Schools that have been in operation for two or three years are now refocusing on their goals and examining their curriculum and tightening up loose areas. There have been a few changes in leadership in the schools, and in all cases this appears to have been positive. In terms of relationships with the sponsors, many districts did not appear concerned or even interested in their local charter schools. Some were upset with what they saw as unfair attention and resources being given to charter schools and not to their conventional public schools. Attempts are being made by both schools and districts to work together on issues.

To summarize the key factors that continue to contribute to the success of Idaho charters are:

- Small size, both as a school and in student-to-teacher ratios
- Parent involvement
- Teacher commitment and shared philosophy
- Efforts to work positively with the sponsoring district
- Strong administrative leadership

These factors must be considered by future start-ups, and they will also be beneficial to the conventional public schools.

A few trends have begun to surface in the second year of the Idaho Charter School Program evaluation:

- Improvement in accountability
- Increase in number of home schoolers entering the public system
- Continued difficulty with facilities
- Increase in the variety of programs offered to students
- Increase in student services

Data from subsequent years will continue plot the progress that charter schools are making with student achievement and as independent organizations.

Recommendations

Measurement of Accomplishments

While there has been some improvement since last year, schools must continue tightening up on measurable goals. Without this, it will continue to be difficult to clearly demonstrate what is happening with accountability in charter schools.

Sponsoring Agency

Charter school start-ups in Idaho still only have the option of chartering through their local districts. Since the intent of the law is to provide expanded choices to parents and students, it may become necessary to allow for alternative chartering options given the slow rate of growth of charter schools in Idaho.

Public Awareness of Charter Schools

Two issues have unfolded with regard to public awareness. One is the issue of public awareness that charter schools are public schools. Many parents and teachers alike describe their charters as “better than the public schools,” implying that charters are not public in the same way as conventional schools, if at all. The other issue is general awareness of opportunities provided by charters. Much of the general public is still unclear about what charter schools are (or can be), and many tend to think of them only as “alternative schools” for at-risk students.

Evaluation Process

Because this study is only as complete as the data that is made available allows, it is essential that the charter schools participate as fully as possible. A few schools did not

report data in several key profile areas, making it impossible to report comprehensively about the charter school program. It may be necessary to shift data collection to a better time of year for schools in order to increase participation. Another area that is critical is parent surveys. Schools may or may not be communicating the importance of utilizing that opportunity for parents to have a voice in what happens with charter schools (rather than viewing it as “another government mandate”). The greater number of stakeholder surveys that are received, the better the quality of the data, thus the better the understanding of satisfaction and concern. Timing might also be adjusted to allow schools to administer surveys on their own schedules in order to meet other (internal) evaluation requirements and to discourage duplication of effort.

ANSER CHARTER SCHOOL

Sponsoring District: Independent School District of Boise City

LOCATION: Boise	OPENING DATE: September 7, 1999
GRADE LEVELS: K-6	
ADMISSIONS POLICY: First come/First served. Use of a lottery and waiting list for openings and new kindergarteners.	
STUDENT ORGANIZATION: K, Early Childhood: 1 st , 2 nd , 3 rd , Middle Childhood: 4 th , 5 th , 6 th	
FACILITY: Former athletic club, now a children's gymnastics center. Seven handball courts have been remodeled into classroom settings of 800 square feet each. Students have access to a swimming pool and gymnastics equipment for PE classes.	
<input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary Total Sq. Ft: 5,600	
STUDENT PROFILE: Asian/PacIs: 1.7% Free/reduced lunch eligibility: 8% Black: .9 % Special needs: 17% Hispanic: 1.7 % LEP: 0% Native Am: 0% Title I: N/A White: 92.2% Children of organizers: 5.3% Males: 43% Females: 57%	
MISSION: To educate the whole child in a collaborative learning environment where individuals are inspired to be self-motivated and to feel a sense of connection and responsibility to the world. This school is committed to fostering learning that imagines a better world and works toward realizing it; promoting within each child autonomy, creativity and the ability to collaborate; embracing the diversity that surrounds us; growth through discovery, reflection and balance; and the use of developmentally appropriate practices and real-world experiences to educate. ANSER will serve as a leadership catalyst and ambassador for educational improvement and teacher development that recognizes, supports and advances effective educational practices.	

ANSER CHARTER SCHOOL

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>
	Block Scheduling	<input type="checkbox"/> Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/> Multiple Intelligences	<input checked="" type="checkbox"/>
	Core Knowledge	<input type="checkbox"/> Service Learning	<input checked="" type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/> Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input type="checkbox"/> Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/> Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/> Project Based	<input checked="" type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to the program: <div style="text-align: center;">Expeditionary Learning Outward Bound</div>		
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>
	Idaho Reading Indicator	<input checked="" type="checkbox"/> ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/> SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/> (ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/> (ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/> PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/> Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/> Individual Education/Learning Plans	<input type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/> District/School Criterion Referenced Tests	<input type="checkbox"/>
Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: <i>None described.</i>			

STUDENT ACHIEVEMENT DATA

None included.

ANSER CHARTER SCHOOL

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Information Source
♦ Performance at or above the district level of proficiency on Idaho Direct Writing/Math.	<div>Exceeded</div> <div>Met</div> <div>Partially Met</div> <div>Did Not Address</div>	State Scores
♦ ITBS scores will be at or above the district average in all subject areas schoolwide.	<div>Exceeded</div> <div>Met</div> <div>Partially Met</div> <div>Did Not Address</div>	State Scores

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	Responsibilities of each individual	
School Board	2CM	2 yrs/3 yrs	A	Personnel Committee Chair	
	CM	1 yrs	A	Treasurer	
	S	3 yrs	A	Instructional Guide/Classroom Teacher	
	S	3 yrs	A	Executive Director	
	P	2 yrs	A	Nominating Committee Chair	
	2P	2 yrs	A	Family Council representative; School Design Committee member	
	2P	2 yrs	A	Budget/Finance Committee member; Board Chair	
	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency of board meetings: Once a month ❖ General meeting times: 6:30-9:30 PM ❖ Describe how meetings are posted to the public: Posted on school building. Newsletters, weekly bulletins				
	Title	Length of time in current position	Also teaches in classroom	Responsibilities of each individual	
Administration	Executive Director	2 yrs	N	Coordination of financial and business issues for non-profit corporation and state public school.	
	Instructional Guide	1 yrs	Y	Coordination of student and staff assessment and curriculum development	
	Fund Development Director	1 yr	N	Grant writing, fundraising, volunteer organization	
	Office Manager	1yr	N	Purchasing, accounts payable, general office/school clerical responsibilities, minor nursing, accounting duties.	
	Name	# Parents	# Staff	# CM	Responsibilities of each committee
Committees	Budget/Finance	3	2	2	Review budgets
	Personnel	1	3	2	Review staff evaluations/design salary packages
	School Design & Improvement	8	3	0	Strategic planning; monitoring strategies for areas of improvement
	Family Council	6	1	0	Address issues for the school from a parent perspective
	Nominating	2	1	0	Recruit and nominate potential members to Community Board

ANSER CHARTER SCHOOL

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$5,313	\$7,167
Operating Budget	\$595,036	\$802,650
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input checked="" type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other</p> <p>Additional Federal Funding:</p> <p>♦ Students identified</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p>Enhancement:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p>\$</p> <p><input checked="" type="checkbox"/> Grants \$164,000</p> <p><input checked="" type="checkbox"/> Donations \$30,000</p> <p><input type="checkbox"/> Other</p> <p>\$</p> <p>Additional Federal Funding:</p> <p>♦ Students identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified:</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	\$ As Of / /	\$275,000 As Of 4 /30 /01

ANSER CHARTER SCHOOL

OTHER	1999-2000	2000-2001
Student Attendance Rate	<i>Not stated</i>	97% as of 12/21/01
Student Discipline		# suspensions to date: 2% of students: # expulsions to date: 0% of students: #of referrals to date: % of students:
Student Enrollment	Total: 112 Waiting List: 270+	Total: 112 Waiting List: 250+
Number Of Students Leaving Mid-Year	#: 6 Reasons For Leaving: 2 Moved 4 Uncertainty about meeting child's needs	Reasons For Leaving: #Dropped out 1 #Transferred 0

ANSER CHARTER SCHOOL

OTHER <i>cont.</i>	1999-2000	2000-2001
Staff Development Opportunities	Expeditionary Learning Outward Bound	Expeditionary Learning Outward Bound -site seminars, national conferences, etc.
Teacher Qualifications	# FT: 5 # PT: .5 # Certified: 5.5 Avg. Teaching Experience: 18 Years # with MA Degree: 4 #Teaching in Areas Outside Endorsements: 0	# FT:5 # PT: 4 # Special Ed Endorsements: 1 #Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 15 Years # with MA Degree: 5 #Teaching in Areas Outside Endorsements: 0
Number of Departing Staff	#: <i>Not stated</i>	#: 1

ANSER CHARTER SCHOOL

OTHER <i>cont.</i>	1999-2000	2000-2001
Parent Involvement	Hours: 5,000+ on Feb. 15, 2000 Types of Involvement: Start-Up Committees Ongoing Committees Fundraising	Hours/month: 500 estimate Types of Involvement: Ongoing committees, boards, classroom, enrichment Estimated number of parents participating: 50%
Other Volunteers (e.g. Community Involvement)	8,000+ Total Hours/Year 5,000 Classroom Hours/Year <input checked="" type="checkbox"/> Estimated <input type="checkbox"/> Recorded	7000+Total Hours/Year 4,500 Classroom Hours/Year Business Partnerships: 20
Transportation		Drive/Are driven in private cars: 25% Public transportation: 3% School bus/District transport: 25% Walk/Bike: 47% Other: %
Lunch Services		Hot lunch provided for students: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other Student Services		Counseling <input checked="" type="checkbox"/> On Site <input type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On Site <input checked="" type="checkbox"/> Through district After School Programs <input type="checkbox"/> On Site <input checked="" type="checkbox"/> Through district

ANSER CHARTER SCHOOL

BLACKFOOT COMMUNITY CHARTER SCHOOL

Blackfoot School District #55

LOCATION: Blackfoot, Idaho	OPENING DATE: September, 2000
GRADE LEVELS: K – 8 students 1st – 13 students 2nd – 12 students 3rd – 6 students 4th – 8 students 5th - 8 students Requesting sixth grade in 2001-2002.	STUDENT/FTE TEACHER RATIO: 18/1 STUDENT/ADULT RATIO: 5/1
ADMISSION POLICY: Lottery	
STUDENT ORGANIZATION: Our students are organized into multiage classrooms with the greatest possible mix of ages, special needs, and ethnic groups. The students work at their skill level in all subjects. Students work in learning level specific groups for reading and math.	
FACILITY: We rent our current facility and are planning to sign a long-term lease or lease with the option to buy. The facility was a church and has been converted to educational use. The facility meets our needs well. We hope this will be a permanent location. <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary	
STUDENT PROFILE: Asian/PacIs: 3.6% Free/reduced lunch eligibility: 62% Black: 0% Special needs: 35% Hispanic: 1.8% LEP: 0% Native Am: 1.8% Title I: 20% Other/Declined: 40% White: 47.2 % Children of school organizers: 0% Males: 44% Females: 56%	
MISSION: The missions of Blackfoot Charter Community Learning Center is to provide students ages five through eleven a student-centered environment designed to improve the way information is perceived and processed. We enhance learning skills and academic building blocks that foster high achievement in academic and behavioral standards, which encourages self-motivation and lifelong learning.	
SCHEDULE ADJUSTMENTS (<i>daily schedule, calendar, etc.</i>): The daily schedule is adjusted on a regular basis to allow for the best possible instruction in learning labs and in the classrooms.	

BLACKFOOT COMMUNITY CHARTER SCHOOL

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
	Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input type="checkbox"/>	Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
	Brain Based	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Intercept Program physio-neuro therapy and activities. Other brain based learning activities in the classroom for all students.			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input checked="" type="checkbox"/>
			Woodcock Johnson	<input checked="" type="checkbox"/>
	Describe how your school uses standardized tests for formative purposes to guide instruction, etc: The faculty evaluates school performance after each test result is received. Methods, programs, and individual education plans are adjusted as needed.			
	Award/Honors offered to students: We currently offer rewards for accomplishments in reading, attendance, citizenship or behavior, and other academic accomplishments.			

STUDENT ACHIEVEMENT DATA

4th Grade Writing/Math Assessment

Year	Math	Writing
2000/2001	2.6	1.9

IRI

Year - Test	K	1	2	3
2000/2001 – Fall	2.25	2.00	1.50	2.25
2000/2001 - Winter	1.86	1.82	1.75	2.33

ITBS

Year	Reading	Language	Math	
2000/2001 3 rd Grade	62	30	63	PR of Avg SS Nat'l School Norms
2000/2001 4 th Grade	58	12	19	PR of Avg SS Nat'l School Norms
2000/2001 5 th Grade	17	16	28	PR of Avg SS Nat'l School Norms

Woodcock Johnson

Year - Test	Reading	Math
2000/2001 – Fall K	K	K
2000/2001 – Fall 1 st	.84	1.26
2000/2001 – Fall 2 nd	1.95	1.88
2000/2001 – Fall 3 rd	6.00	3.03
2000/2001 – Fall 4 th	5.60	4.41
2000/2001 – Fall 5 th	4.70	4.74

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Information Source
♦ Maintain a positive, safe teaching climate with emphasis on high expectations of behavior and performance.	Exceeded Met Partially Met Did Not Address	Staff Average - We are unable to deal directly and quickly with some issues because of statutory restraints.
♦ Start a character education program where the basic values and manners are taught through the curriculum.	Exceeded Met Partially Met Did Not Address	Staff Average
♦ Provide staff development opportunities that will facilitate professional growth and increased student achievement.	Exceeded Met Partially Met Did Not Address	Staff Average
♦ Expand the use of technology into the curriculum that enables students and teachers to learn how to use and integrate the latest technology into every aspect of learning and teaching.	Exceeded Met Partially Met Did Not Address	Staff Average – This is still under development.
♦ Make effective communication skills a top priority of the Learning Center.	Exceeded Met Needs Improvement Did Not Address	Staff Average
♦ Align with the federal goal that every child reads independently by the end of the third grade.	Exceeded Met Partially Met Did Not Address	Staff Average (split opinion)
♦ Prepare students for academic success in their quest to master basic skills to become lifelong learners, which will help them become responsible and productive citizens.	Exceeded Met Partially Met Did Not Address	Staff Average
♦ Increase student learning success as a means to reduce the prison population.	Exceeded Met Partially Met Did Not Address	Staff Average

◆ General work habits and skills must be learned while in school.	Exceeded Met Partially Met Did Not Address	Staff Average
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GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected	<i>Responsibilities of each individual</i>
	School Board	P S ST CM	10 months	E A	Chairman of the Board –direction and control of the business and officers of the corporation, general management powers and duties.
		P S ST CM	10 months	E A	Vice-Chair
		P S ST CM	10 months	E A	Chief Financial Officer (Treasurer) –keep and maintain adequate and correct accounts of the properties and business transactions of the corporation, present an operating statement and report.
		P S ST CM	10 months	E A	Secretary –keep a book of minutes of all meetings of the Board and its committees, give notice of all meetings of the Board, distribute the minutes of meetings of the Board to all its members promptly after the meetings, shall see that all reports, statements and other documents required by law are properly kept or filed.
		P S ST CM	10 months	E A	Member of the Board
		<ul style="list-style-type: none"> ❖ Number of board members that are current business partners of school personnel: None ❖ Number of board members related to school personnel: None ❖ Frequency with which the board convenes: Once monthly or as needed ❖ General meeting times: 6:00 pm or 4:30 pm on the second Thursday of the month (for regularly scheduled meetings) ❖ Describe how meetings are posted to the public: Posted in three public locations and through the local newspaper 			

GOVERNANCE			Length of time in current position		Also teaches in classroom		
		Title					<i>Responsibilities of each individual</i>
	Administration	Director (part-time)	4 months		Y	N	To provide educational direction, administration, and on site day-to-day operation within the scope of the job description for the position. The director is more of a committee chairman than a principal since the organizational model of the school requires that the teachers participate in the school decisions.
		Name	# P	# S	# ST	# CM	<i>Responsibilities of each committee</i>
	Committees	Parent Advisory Committee	5 or more				School fund raising, promotion, activities, and other responsibilities as approved by the director and/or the boards of directors. This committee forms other committees for the purpose of hiring staff members and making recommendations to the board respecting curriculum, methods, planning, budgeting, and other important issues.
		Executive Board	5	3			Subcommittee of the board of directors. Can decide issues referred to it by the board of directors. Sits as an administrative board with respect to recommendations for expulsion of a student from the school.

FINANCIAL	2000-2001
Estimated Cost Per Student	\$5,586.49
Operating Budget	\$385,467.78
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$250,124.46</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p>\$</p> <p><input checked="" type="checkbox"/> Grants \$135,343.32</p> <p><input type="checkbox"/> Donations \$</p> <p><input type="checkbox"/> Other</p> <p>\$</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized:</p> <p>Intercept Program for students ages 7 through 10. Other programs such as: Specialized phonics instruction, mathematics tutoring, and physio-neuro activities not included in the Intercept Program used for students ages 5-6 and others.</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	\$ 0 As Of 5/1/01
OTHER	2000-2001
Student Attendance Rate	
Student Discipline	<p># suspensions to date: not kept – these records are kept per student.</p> <p>% of students: not kept</p> <p># expulsions to date: None</p> <p>% of students: 0</p> <p># of referrals to date: 5</p> <p>% of students: 7.2%</p>
Student Enrollment	<p>Total: 55</p> <p>Waiting List: 9</p>

OTHER <i>continued</i>	2000-2001
Number Of Students Leaving Mid-Year	Reasons For Leaving: 14 Transferred Reasons: Student wanted to go back to other school. Moved Home School
Teacher Qualifications	# FT: 3 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 1.5 Years # with MA Degree: 0 # Teaching In Areas Outside Endorsements: 0
Number of Departing Staff	#: 2 Reasons For Leaving: First: Disagreements with Board of Directors. Second: She left with her husband.
Parent Involvement	Hours/month: 123 Types Of Involvement: 72 hours in classroom. 52 hours in committee work. Estimated number of parents participating: 9 doing the most, all parents are involved to some extent.

OTHER continued	2000-2001
Other Volunteers (e.g., Community Involvement)	<u>35</u> Total Hours/Year <u>35</u> Classroom Hours/Year Business Partnerships: None yet, but there are plans for this in the future.
Transportation	Drive/Are driven in private cars: 21.8% Public transportation: 0% School bus/District transport: 60% Walk/Bike: 18.2% Other: 0%
Lunch Services	Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5
Other Student Services	Counseling <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district

COEUR d'ALENE CHARTER ACADEMY

Sponsoring District: Coeur d'Alene

LOCATION: Coeur d'Alene	OPENING DATE: September 1, 1999
GRADE LEVELS 7-11 in 2000-2001 (expanding to include 12 th in 2001-2002)	STUDENT/FTE TEACHER RATIO: 16
ADMISSIONS POLICY: Siblings of students already accepted or attending the Academy will be accommodated. If more students apply than there are openings available, one or more lotteries will be conducted. Preference is given to students who reside in School District 271, followed by those who reside in Kootenai County, and then beyond. Only those students who have already been admitted to the Charter Academy and their siblings are excluded from the lottery. All students whose applications were filed by a particular application deadline will be separated by grade and entered into a lottery. A drawing of names by grade will be held until all spaces are filled. The names of those students not drawn will be entered into subsequent lotteries through August 31 for the upcoming academic year. The number of openings per class will be decided by the principal and board of directors based on school configuration needs.	
STUDENT ORGANIZATION: Traditional grade level configuration with the exception of foreign language and math, which are organized by skill level, and art and choir, which are multigrade.	
FACILITY: Leased business space and two portables. All handicap accessible. The facility meets basic needs. Relocation currently being evaluated. <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary	
STUDENT PROFILE: Do not track or not available at this time	
MISSION: It shall be the mission of the Coeur d'Alene Charter Academy to prepare young men and women for successful adulthood through rigorous, content rich, academic education. Coeur d'Alene Charter Academy will graduate responsible citizens who possess the ability to compete internationally. Coeur d'Alene Charter Academy exists in order to promote and implement academic excellence in our student body. Further, we seek to insure that our graduates are knowledgeable and proficient users of language so that they may; succeed in school, participate in our democracy, find challenging work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives.	
SCHEDULE ADJUSTMENTS: (<i>daily schedule, calendar, etc.</i>): In 2000-2001, started one week earlier than local school district and will end two days later.	

COEUR d'ALENE CHARTER ACADEMY

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input type="checkbox"/>
	Character Instruction	<input type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
	Core Knowledge	<input checked="" type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input type="checkbox"/>
	Hands-On	<input type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based	<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: College prep curriculum			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input type="checkbox"/>
	Test of Achievement and Proficiency	<input checked="" type="checkbox"/>	Individual Education/Learning Plans	<input type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
			TerraNova Performance Assessments	<input checked="" type="checkbox"/>
Describe how, if at all, your school uses standardized tests for formative purposes: Identify significant skill deficiencies and address individually in classroom				
Award/Honors offered to students: Honor Roll and Character Awards				

STUDENT ACHIEVEMENT DATA

(Please refer to instructions)

1999-2000 (7th-10th grade)

Required Achievement Test	Grade Level
ITBS	7 th & 8 th
TAP	9 th & 10 th
DWA	8 th
DMA	8 th
TerraNova Performance Assessment	7 th – 10 th

2000-2001 (7th-11th grade)

Required Achievement Test	Grade Level
ITBS	7 th & 8 th
TAP	9 th , 10 th , & 11 th
DWA	8 th & 11 th
DMA	8 th
TerraNova Performance Assessment	7 th – 10 th

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Information Source
♦ To refine our student's academic skills including reading, writing, speaking and thinking and to advance their knowledge of the major disciplines of language arts, mathematics, science and history.	Exceeded Met Partially Met Did Not Address	Offering classes in all areas at every grade level
♦ To teach the traditions and values of past and present civilizations.	Exceeded Met Partially Met Did Not Address	86% of students obtained a C or better 3 rd quarter 2000-2001; 61% of students obtained an A or B.
♦ To instill an appreciation of the fine arts of music, art and drama.	Exceeded Met Partially Met Did Not Address	Added art, choir, and band in 2000-2001

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	<i>Responsibilities of each individual</i>	
	School Board	P S ST CM	2 ½ yrs	E A	Board Chairman; Scholarship Committee Chair Finance/Planning Committee Chair; Fundraising Chair Board Secretary/Treasurer; Acad. Excellence Comm Chair Vice-Chairman of Board	
		P S ST CM	2 ½ yrs	E A		
		P S ST CM	2 ½ yrs	E A		
		P S ST CM	2 ½ yrs	E A		
		P S ST CM	2 yrs	E A		
		P S ST CM	1 yr	E A		
		P S ST CM	8 mos	E A		
		P S ST CM	8 mos	E A		
	❖ Number of board members that are current business partners of school personnel: 0					
	❖ Number of board members related to school personnel: 0					
	❖ Frequency of board meeting: Once a month					
	❖ General meeting times: 7 p.m., third Wednesday of the month					
	❖ Describe how meetings are posted to the public: Entrance to building, local papers, & reader board					
			Length of time in current position	Also teaches in classroom		<i>Responsibilities of each individual</i>
	Administration	Principal	10 months	Y N		Oversees all school operations; provides guidance counseling; teaches one class
		Academic Dean	10 months	Y N		Curriculum and teaching staff; teaches 5 English classes
Dean of Students		13 months	Y N		Student discipline, parent communication, and internal and external public relations; teaches 5 science classes	
	Name	# Parents	# Staff	# CM	<i>Responsibilities of each committee</i>	
Committees	Scholarship Finance/Planning Fundraising Academic Excellence Academic Student Body	*	2		Provide financial information for college-bound students Oversee the Academy’s finances and assist with planning Oversee fundraising endeavors underway on behalf of Academy Assist the Academy in meeting its objectives Student body representatives (9 students)	

*The number of parents, staff, and community members varies on each committee from meeting to meeting.

COEUR d'ALENE CHARTER ACADEMY

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$4940	\$5900
Operating Budget	\$989,000	\$1,265,828
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input checked="" type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other _____</p> <p>Additional Federal Funding:</p> <p>♦ Students Identified</p> <p><i>No response given</i></p> <p>♦ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p>Enhancement</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Local Tax Revenues</p> <p>\$_11,700</p> <p><input type="checkbox"/> Grants \$_____</p> <p><input checked="" type="checkbox"/> Donations \$_8,300</p> <p><input type="checkbox"/> Other \$_____</p> <p>Additional Federal Funding:</p> <p>♦ Students identified</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	None stated	N/A

OTHER	1999-2000	2000-2001
Student Attendance Rate	Estimated daily: 95%	Estimate daily: 95%
Student Discipline		# suspensions to date: 11 (as of 4/16/01) % of students: 5% # expulsions to date: 0 (as of 4/16/01) % of students N/A # of referrals to date: 86 (as of 4/11/01) % of students 21%
Student Enrollment	Total: 200	Total: 208 (as of 4/16/01) Waiting List: N/A
Number of Students Leaving Mid-Year	#: 50 Reasons For Leaving: Not stated	#: 32 to date (as of 10/00 to 4/20/01) Reasons for Leaving: # Dropped out: 1 #Transferred: 29 #Unknown: 2

	OTHER <i>cont.</i>	1999-2000	2000-2001
High School Only	Dual Enrollment	None	<i>Academic</i> 1% In College
	Program Participation		% taking college entrance exams: 42% of 11 th graders took SAT in 2000-2001 to date
Staff Development Opportunities		Summer training institutes for teachers, writing workshops for English teachers, and participation in state and national conferences.	Summer training institutes for teachers, A/P and critical thinking workshops, and participation in state and national conferences.
Teacher Qualifications		# FT: 11 # PT: 2 # Special Ed Endorsements: 0 # Non-Certified Giving Instruction: 1 Avg. Teaching Experience: 7 Years # with MA Degree: 3 # Teaching In Areas Outside Endorsements: 0	# FT: 13 # PT: 2 # Special Ed Endorsements: 0 # Non-Certified Giving Instruction: 1 Avg. Teaching Experience: 8 Years # with MA Degree: 4 # Teaching In Areas Outside Endorsements: 2
Number of Departing Staff		#: 3 Reasons For Leaving: Philosophic Differences	#: 0

OTHER <i>cont.</i>	1999-2000	2000-2001
Parent Involvement	Hours: <i>None stated</i> Types Of Involvement: Parent Volunteer Organization established. Produces a newsletter, assists with fundraising, serves on the Board of Directors, and helps with school facilities.	Hours/month: Two plus hours per mo. Types Of Involvement: Parent Volunteer Organization (PVO); two parents provide tutoring; six parents on staff appreciation committee Estimated number of parents participating: Approx. 10 participate in PVO
Transportation		Drive/Are driven in private cars: 98% Public transportation: 2% School bus/District transport:___% Walk/Bike:___% Other:___%
Lunch Services		Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 2
Other Student Services		Counseling <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Special Education <input type="checkbox"/> On site <input checked="" type="checkbox"/> Through district After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district

LOST RIVERS CHARTER SCHOOL

Sponsoring District
Butte County Joint District

LOCATION: Arco	OPENING DATE: Fall 1998
GRADE LEVELS 7 th – 11 th	STUDENT/FTE TEACHER RATIO: 10/1 STUDENT/ADULT RATIO: 10/1
ADMISSIONS POLICY: Open Enrollment	
FACILITY: Double-wide mobile home and detached garage (purchased) <input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary	
STUDENT PROFILE: Asian/PacIs: 0% Free/reduced lunch eligibility: 70% Black: 0% Hispanic: 10% Native Am: 5% White: 85% Children of school organizers: 5% Males: 48% Females: 52%	
MISSION: To take non-traditional students and teach them in non-traditional ways so they can become productive citizens in the 21 st century. Expanded learning experiences are provided by the school for students who otherwise would have little or no choice about how and where they could obtain their education. Every child is unique, and all children have differing educational needs and differing potential for which the schools must provide. Education is a means of improving both the individual and society, and different innovative teaching methods can be utilized in a charter school setting to improve individual student learning and increase learning opportunities.	

LOST RIVERS CHARTER SCHOOL

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input checked="" type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
	Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input type="checkbox"/>	Year-Round	<input checked="" type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based	<input type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: <i>None stated.</i>			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input type="checkbox"/>	ACT	<input checked="" type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input checked="" type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input checked="" type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: To assess progress and deficiencies.			
	Award/Honors offered to students: Some honors-level classes available to eligible students.			

STUDENT ACHIEVEMENT DATA
None submitted.

LOST RIVERS CHARTER SCHOOL

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Information Source
♦ All students will make demonstrable, incremental improvements in the core subjects while enrolled as Lost Rivers Charter School students.	Exceeded Met Partially Met Did Not Address	<i>None stated.</i>
♦ All students will graduate from Lost Rivers Charter School with sufficiently competent skills, particularly in the areas of mathematics, reading, writing, and oral communication, to enable them to function as productive members of society.	Exceeded Met Partially Met Did Not Address	<i>None stated.</i>
♦ All students will obtain at least a “C” average, or 70%, in the basic skills of reading, mathematics, oral and written communication, study and test taking skills, and technology while enrolled at Lost River Charter School.	Exceeded Met Partially Met Did Not Address	<i>None stated.</i>
♦ All students will demonstrate improvement in logic, reasoning, and problem-solving skills.	Exceeded Met Partially Met Did Not Address	<i>None stated.</i>
♦ All students will develop an appreciation of learning, which will enable them to become life-long learners. Students will also demonstrate a knowledge of good physical and emotive health habits.	Exceeded Met Needs Improvement Did Not Address	<i>None stated.</i>
♦ All students will demonstrate technology competency by demonstrating proficiency in keyboarding, word processing, database, spreadsheets, and presentation software, as well as knowledge of current and future technology deemed necessary in a changing world.	Exceeded Met Partially Met Did Not Address	<i>None stated.</i>

GOVERNANCE

	P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	E=Elected A=Appointed	Responsibilities of each individual		
	P S ST CM	2.5 yrs.	E A	Cummins		
	P S ST CM	6 months	E A	King		
	P S ST CM	6 months	E A	Fairchild		
	P S ST CM	1 year	E A	Jones		
	P S ST CM	2 months	E A	McFadden		
	P S ST CM	2.5 years	E A			
	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 1 ❖ Frequency with which the board convenes: Monthly ❖ General meeting times: 6:30 PM ❖ Describe how meetings are posted to the public: Newspaper and posted in local businesses					
	Title	Length of time in current position	Also teaches in classroom		Responsibilities of each individual	
Administration	Burnett	2.5	Y N		Administrative matters, curricular planning & counseling	
	Head Teacher Cole	2.5	Y N		Teacher	
	Teacher	3 mos.	Y N		Discipline	
	Name	# P	# S	# ST	# CM	Responsibilities of each committee
Committees	Citizen Involvement					Make suggestions and give advice to the Board.

FINANCIAL	1998-1999	1999-2000	2000-2001
Estimated Cost Per Student	\$3,306.00	\$3,500.00	\$3,500.00
Operating Budget	\$89,267.00	\$89,000.00	\$89,000.00
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized: Not stated</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized: Not receiving (used for district)</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$ _____</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues \$ _____</p> <p><input checked="" type="checkbox"/> Grants \$ <u>59,000</u></p> <p><input type="checkbox"/> Donations \$ _____</p> <p><input type="checkbox"/> Other _____ \$ _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized: Not receiving (used for district)</p>
Debt	<i>None stated.</i>	<i>None stated.</i>	<i>None stated.</i>

OTHER	1998-1999	1999-2000	2000-2001
Student Discipline			# suspensions to date: 4 15% of students # expulsions to date: 0 0% of students: # of referrals to date: 0 0 % of students:
Student Enrollment	Total: Waiting List:	Total:28 Waiting List:	Total: 16.5 ADA Waiting List:
Graduation Rate	14	6-8 (expected)	N/A
Program Participation			1% in AP courses: 10% in professional/technical education courses
Staff Development Opportunities	Albertson's workshops District activities	District activities	State Workshops
Teacher Qualifications	# FT: 1 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 14 Years # with MA Degree: 2 # Teaching In Areas Outside Endorsements: 1	# FT: 1 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 15 Years # with MA Degree: 2 # Teaching In Areas Outside Endorsements: 1	# FT: 1 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 14 Years # with MA Degree: 3 # Teaching In Areas Outside Endorsements: 1

LOST RIVERS CHARTER SCHOOL

OTHER <i>cont.</i>	1998-1999	1999-2000	2000-2001
Number of Departing Staff	# 0 Reasons For Leaving	#: 2 Reasons For Leaving: Retire	#: 0 Reasons For Leaving:
Parent Involvement	Hours: unsure Types Of Involvement: Volunteer (field trips, etc.)	Hours: 20+ Types of Involvement: Parents of new students will be in- service when they enroll their student in school. Parent volunteers will be utilized in the supervision of organized extracurricular activities.	Hours/month: 10 Types of Involvement: Board hours
Other Volunteers (e.g., Community Involvement)	0 Total Hours/Year ____ Classroom Hours/Year <input checked="" type="checkbox"/> Estimated <input type="checkbox"/> Recorded	10+ Total Hours/Year ____ Classroom Hours/Year <input checked="" type="checkbox"/> Estimated <input type="checkbox"/> Recorded	30 Total Hours/Year 20 Classroom Hours/Year
Transportation			Drive/Are driven in private cars: 80% Public transportation: 0% School bus/District transport: 5% Walk/Bike: 15% Other: 0 %
Lunch Services			Hot lunch provided for students <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other Student Services			Counseling <input type="checkbox"/> On site <input checked="" type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district After School Programs <input type="checkbox"/> On site <input checked="" type="checkbox"/> Through district

LOST RIVERS CHARTER SCHOOL

MERIDIAN CHARTER HIGH SCHOOL

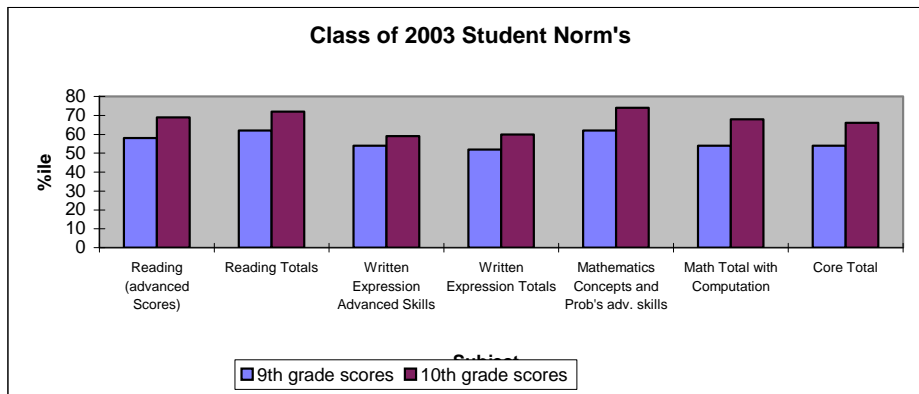
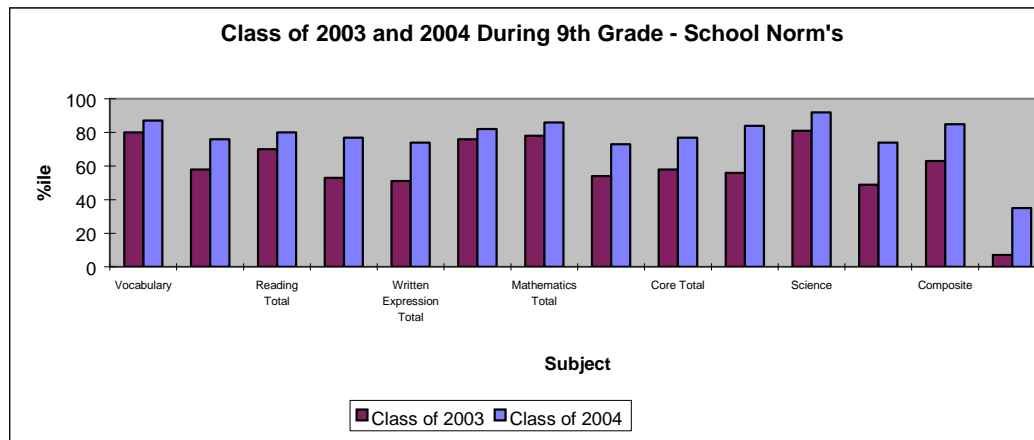
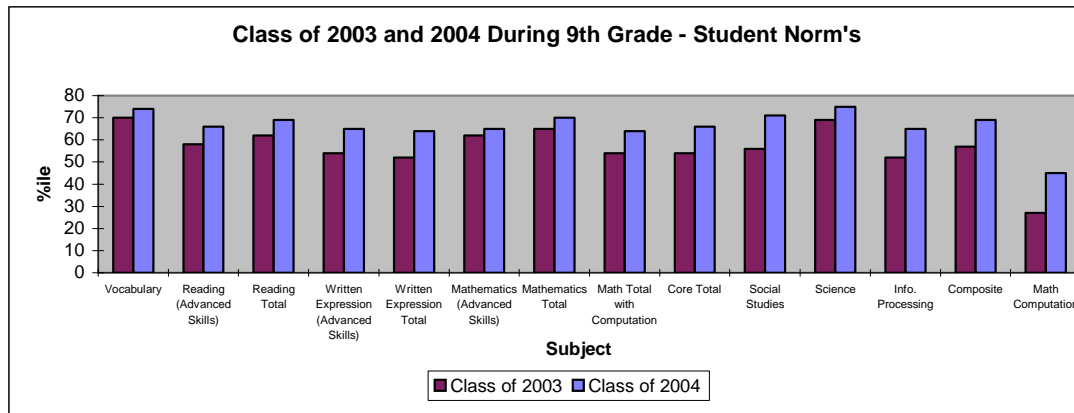
Sponsoring District: Meridian School District

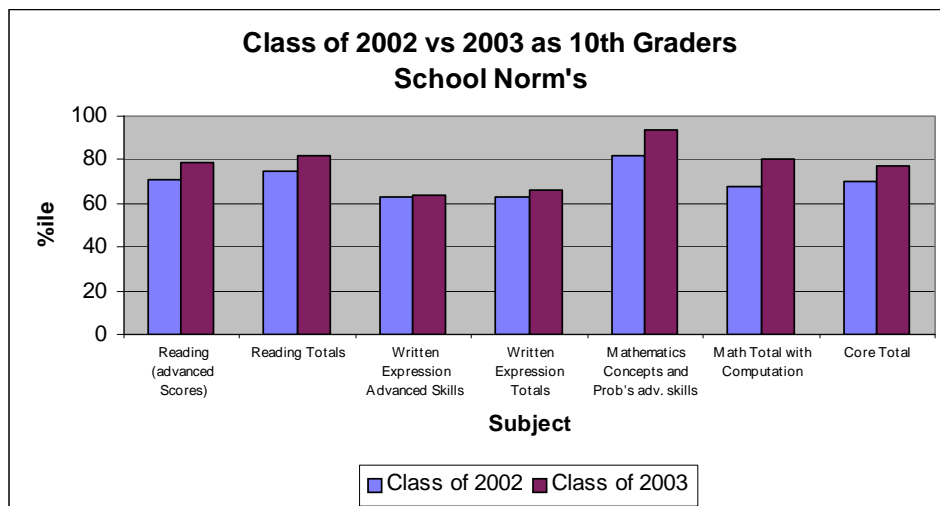
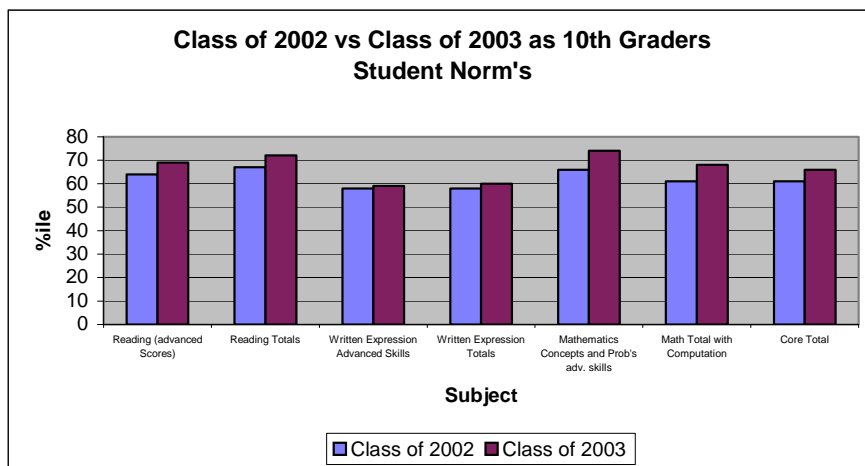
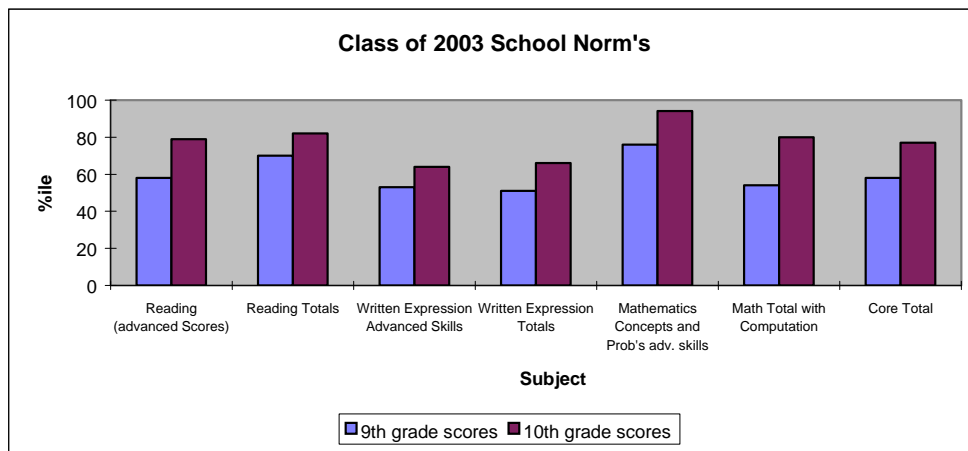
LOCATION: Meridian	OPENING DATE: August, 1999
GRADE LEVELS: 9 th –11 th	STUDENT/FTE TEACHER RATIO: 1-12.7 STUDENT/ADULT RATIO: 1-9
ADMISSIONS POLICY: A lottery is held each year for the incoming freshmen class. Priority is given to Meridian School District students and to siblings of Meridian Charter High School students. We accept 50 students in each grade level. This year we have ninth, tenth, and eleventh grade students. Next year we will graduate our first senior class. When we have vacancies, they are filled from the waiting list.	
STUDENT ORGANIZATION: Students are organized by traditional grade level configurations.	
FACILITY: Meridian Charter High School building is a 16,000 square foot building consisting of 10 classrooms, a multi-purpose room for lunch or PE, 4 offices, 3 workrooms, a conference room and restrooms. Four of the classrooms are computer labs.	
<input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary	
STUDENT PROFILE: Asian/PacIs: 2% Free/reduced lunch eligibility: 10% Black: 7% Special needs: 7% Hispanic: 2.8% LEP: 0% Native Am: 0% Title I: 0% White: 97.8% Children of organizers: 0% Males: 88.6% Females: 11.4%	
MISSION: The Meridian Charter High School employs the best practices and innovations of today and tomorrow to provide a quality educational experience for every student. We envision the lifelong application of learning, coupled with intelligent risk taking, to encourage participation as a productive member of this learning community and global society.	

MERIDIAN CHARTER HIGH SCHOOL

Educational Program	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input checked="" type="checkbox"/>	Multiage/Grade	<input type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
	Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
	(for special education students)	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	<i>Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:</i> <ul style="list-style-type: none"> • Concept based teaching • Higher grading scale than the Meridian District • Test of competencies based on the State Adopted Standards • College credits articulated with Boise State University for two English courses and the junior and senior tech courses. • Advanced students allowed to progress at their own learning pace. • All students take COMPASS and TAP tests • Articulation agreements with BSU for college credits 			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input type="checkbox"/>	ACT	<input checked="" type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input checked="" type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input checked="" type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: Test scores on both the TAP tests and COMPASS tests are use to evaluate the curriculum . COMPASS test scores are used to articulate credits with Boise State University.			
Award/Honors offered to students: Honor Roll; University of Idaho Top Students Award; Mayor's Award; Perfect Attendance; Industry Certifications; Who's Who				

STUDENT ACHIEVEMENT DATA NINTH Grade TAP scores





STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Information Source
♦ To meet the state educational thoroughness standards.	Exceeded Met Partially Met Did Not Address	Competency tests are used to evaluate understanding of State Standards in all core classes.
♦ To reduce the student dropout rate, increase the graduation rate and increase the number of college completers.	Exceeded Met Partially Met Did Not Address : We will not have a graduating class until 2002.	We have had no student dropouts.
♦ To increase the degree of satisfaction among employers about the work quality of graduates.	Exceeded Met Partially Met Did Not Address: We do not have graduates this year.	Presently our juniors are participating in job shadowing with businesses. Evaluations are made by employees of students' performance while job shadowing.
♦ To increase scores on standard tests, such as ITBS, SAT, ACT, etc.	Exceeded Met Partially Met Did Not Address	TAP scores showed an increase in all areas over the previous year's scores
♦ To increase the level and amount of parent involvement.	Exceeded Met Needs Improvement Did Not Address	Parents volunteer to chaperone field trips, answer phones in the office on occasion, give computer tech assistance, file IRS tax forms for students who work, helped with construction of greenhouse, raise money, adopt a tree program

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed				<i>Responsibilities of each individual</i>
	School Board	P S ST CM	2 years	E	A			President, conducts meetings
		P S ST CM	2 years	E	A			Vice president, conducts meetings in the absence of the president, member of a high tech firm
		P S ST CM	2 years	E	A			Treasurer, co-signs the checks, member of a high tech firm, also a parent
		P S ST CM	2 years	E	A			Curriculum Coordinator with the District, also member of the design team
		P S ST CM	2 years	E	A			Member of a high tech firm
		P S ST CM	1 year	E	A			Member of the Meridian School District Board of Trustees
		P S ST CM	1 year	E	A			Member of the Meridian School District Board of Trustees
		❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: Third Monday of each month ❖ General meeting times: 5:30 p.m. ❖ Describe how meetings are posted to the public: The announcements are posted at the school, at District Office, and at an elementary school in the Meridian School District.						
		Title	Length of time in current position	Also teaches in classroom				<i>Responsibilities of each individual</i>
	Administration	Principal-Jana Nichols	2 years	Y	N			Instructional leader, administrator, spokesman, instructional recruiter, teaches Spanish 3/4 after school.
		Name	# P	# S	# ST	# CM	<i>Responsibilities of each committee</i>	
	Committees	Oversite Committee	4	3	3		Serves to assist and advise the principal	

MERIDIAN CHARTER HIGH SCHOOL

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$4860	\$8009
Operating Budget	\$554,086	\$860,465
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other _____</p> <p>Additional Federal Funding:</p> <p>◆ Students identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Describe how funding is utilized:</p> <p>Funds are filtered through the District to support a part time Special Education Aid</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$860,465 _____</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues \$ _____</p> <p><input checked="" type="checkbox"/> Grants \$217,169 _____</p> <p><input checked="" type="checkbox"/> Donations \$ _____</p> <p><input checked="" type="checkbox"/> Other Professional Technical \$67,680</p> <p>Do you participate in district discussion on how to spend federal dollars?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
Debt	\$ 0	\$ 0 as of 5 / 1 /01
OTHER	1999-2000	2000-2001
Student Attendance Rate	96%	
Student Discipline		<p># suspensions to date: 0</p> <p>% of students: 0</p> <p># expulsions to date: 0</p> <p>% of students: 0</p> <p># of referrals to date: 22</p> <p>% of students: 15</p>

OTHER <i>cont.</i>	1999-2000	2000-2001
Student Enrollment	Total: 114 Waiting List: 100	Total: 143 Waiting List: 60
Number Of Students Leaving Mid-Year	#: 18 Reasons For Leaving: 1 student expelled 17 returned to home high school, not a good fit for the program we offer	Reasons For Leaving: # Dropped out: 0 # Transferred: 15
Dual Enrollment	15% enrolled in non-academic classes in District	78% of junior class enrolled in college
Program Participation		100% taking college entrance exams: 100% in professional/technical education courses

OTHER <i>cont.</i>	1999-2000	2000-2001
Staff Development Opportunities	<p>Concept Based Teaching</p> <p>School to Work</p> <p>Visits to Tech Businesses in the community,</p> <p>Hewlett Packard, Micron Sears Technology</p>	<p>Scholarship money for outside training provided: i.e. A+ Certification, I net Certification,</p> <p>IPSY training in curriculum writing</p> <p>All District training provided to all our teachers</p> <p>Train the trainer and teaching with technology classes provided through the Albertson's Tech Lab in our building</p>
Teacher Qualifications	<p># FT: 7 # PT: 0</p> <p># Certified: 7</p> <p>Avg. Teaching Experience: 9 Years</p> <p># With MA Degree: 3</p> <p># Teaching In Areas Outside Endorsements: 0</p>	<p># FT: 9 # PT: 1</p> <p># Special Ed Endorsements: 1 +.5 special ed. aides provided by the District</p> <p># Non-Certified Giving Instruction: 0</p> <p>Avg. Teaching Experience: 10.4 Years</p> <p># with MA Degree: 3</p> <p># Teaching In Areas Outside Endorsements: 0 (except fitness, 2)</p>
Number of Departing Staff	<p>#: 1</p> <p>moved to another state</p>	<p>#: 0</p> <p>Reasons For Leaving:</p>
Parent Involvement	<p>Hours: 2000</p> <p>Types of Involvement:</p> <p>car washes, fund raising, dinner</p>	<p>Hours/month: 15-20 hours per month</p> <p>Types of Involvement: chaperones, office help, fund raising</p> <p>Estimated number of parents participating: 25-30</p>

OTHER <i>cont.</i>	1999-2000	2000-2001
Other Volunteers (e.g., Community Involvement)	_____ Total Hours/Year _____ Classroom Hours/Year <input type="checkbox"/> Estimated <input type="checkbox"/> Recorded	255: Total Hours/Year 180: Classroom Hours/Year Business Partnerships: 15-20
Transportation		Drive/Are driven in private cars: 70% Public transportation: 0 % School bus/District transport: 30% Walk/Bike: 0% Other: 0 %
Lunch Services		Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5
Other Student Services		Counseling <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district After School Programs <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district

MOSCOW CHARTER SCHOOL

Sponsoring District: Moscow School District

LOCATION: Moscow	OPENING DATE: August 15, 1998
GRADE LEVELS: K-6th	STUDENT/FTE TEACHER RATIO: 15 to 1 STUDENT/ADULT RATIO: 9.5/1
ADMISSIONS POLICY: Open admission. Lottery system is used for enrollment when more students apply for admission than we have slots available.	
STUDENT ORGANIZATION: Multi-grade K, 1 st , 2 nd /3 rd , 3 rd /4 th , 5 th /6 th , Multi-age (based on grade assignments); Skill level	
FACILITY: <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary	
STUDENT PROFILE: Asian/PacIs: 2.6% Free/reduced lunch eligibility: 28% Black: 1.3% Special needs: 7% Hispanic: 2.6% LEP: 0% Native Am: 1.3% Title I: 10% White: 92.2% Children of organizers: 5% Males: 69% Females: 31%	
MISSION: To provide a positive and secure academic and physical learning environment for each child. Each child will be instilled with a lifetime love of learning and the ability to learn how to learn. Each child will be assisted in developing a strong sense of self worth and respect for others and the world around them. Finally, each child will be encouraged to recognize his or her own ability to contribute something unique to our society.	

MOSCOW CHARTER SCHOOL

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>
	Block Scheduling	<input type="checkbox"/> Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/> Multiple Intelligences	<input checked="" type="checkbox"/>
	Core Knowledge Basic Skills	<input checked="" type="checkbox"/> Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/> Technology As Major Focus	<input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/> Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/> Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/> Project Based	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
	<p><i>Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:</i></p> <p>The Moscow Charter School has an emphasis on technology and the arts. A component of our math program includes computer programming, robotics, spreadsheet and data base programming for all 3rd through 6th graders. An additional technology course is offered that includes digital video and editing, robotics design, computer assisted design, and multi-media programming.</p> <p>The Arts program consists of an integrated thematic approach through dance, art, music and theater. All students at the school receive classes in this area from specialized teachers. A school wide theater production is written and produced each year by the students and faculty at the school</p>		
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>
	Idaho Reading Indicator	<input checked="" type="checkbox"/> ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/> SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/> (ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/> (ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/> PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/> Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/> Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/> District/School Criterion Ref'd Tests	<input type="checkbox"/>
		<input type="checkbox"/> Selected Individualized Tests	<input checked="" type="checkbox"/>
	<p>Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc:</p> <p>The state mandated standardized tests are considered in context with skill referenced data we generate utilizing individually administered pre and post test in the areas of reading, writing, and mathematics. Aggregate test data are used to determine the adequacy of the instructional program for each student. In addition, aggregate data are analyzed in conjunction with individual portfolios to assess strengths and weaknesses in the general curriculum.</p>		

MOSCOW CHARTER SCHOOL

STUDENT ACHIEVEMENT DATA

<i>ITBS</i>			
Grade	Moscow Charter School		Moscow School District
<i>Reading</i>			
6	80		71
5	80		68
4	52		67
3	84		64
<i>Language</i>			
6	58		63
5	46		59
4	38		53
3	83		58
<i>Mathematics</i>			
6	81		55
5	62		63
4	43		60
3	80		55

Direct Writing Average 4th Grade
1.9

Direct Math Average 4th Grade
2.9

IRI Data Chart

IRI Fall 2000

	<i>AT GRADE LEVEL</i>	<i>NEAR GRADE LEVEL</i>	<i>BELOW GRADE LEVEL</i>
<i>K</i>	58%	42%	0%
<i>1</i>	54%	23%	23%
<i>2</i>	82%	9%	9%
<i>3</i>	60%	33%	7%

MOSCOW CHARTER SCHOOL

IRI WINTER 2001

	<i>ATGRADE LEVEL</i>	<i>NEAR GRADE LEVEL</i>	<i>BELOW GRADE LEVEL</i>
<i>K</i>	50%	14%	36%
<i>1</i>	46%	46%	8%
<i>2</i>	85%	0%	15%
<i>3</i>	60%	20%	20%

Moscow Charter School Individualized Basic Skills Assessment Program
Grades 1-6

Reading (WIAT)

	<u># At 50% and above</u>	<u>Total Testing Completed</u>
6 th	1	2
5 th	8	8
4 th	8	10
3 rd	7	7
2 nd	6	12
1 st	9	14

Math (Keymath Compotator +, -, *, /)

	<u># At 50% and above</u>	<u>Total Testing Completed</u>
6 th	2	2
5 th	7	8
4 th	6	10
3 rd	7	7
2 nd	12	12
1 st	Not tested	14

TOWL Writing

	<u># At 50% and above</u>	<u>Total Testing Completed</u>
6 th	0	2
5 th	6	8
4 th	5	10
3 rd	4	7

Additional data are generated utilizing selected parts of the Brigance Comprehensive Inventory of Basic Skills and other individually administered diagnostic tests (WIAT, KEY MATH, TOWL, etc.) if a student shows a significant need we generate data to use as a basis for altered programming. Our post testing is in process. We have to complete 1st grade math using the Peabody Individual Achievement Test. We will project completion of post testing with in the next month.

MOSCOW CHARTER SCHOOL

STUDENT AND SCHOOL PERFORMANCE GOALS:	Level of Accomplishment	Information Source
♦ To provide a child-centered environment that will instill in each student a goal for lifetime learning and a strong sense of self-worth.	Exceeded Met Partially Met Did Not Address	*Curriculum/class placement allows flexibility in placement *Individual portfolios.
♦ To provide a well-rounded curriculum that will allow each student to recognize his or her talents and ability to contribute something unique.	Exceeded Met Partially Met Did Not Address	*List of special classes provided. *Variety of curricular offerings allows us to identify & honor individual strengths.
♦ To design lessons that include multiple modalities that will allow each student to recognize and utilize his or her own individual learning strategies	Exceeded Met Partially Met Did Not Address	*Variety of specialist/integrated instructor through school wide theme based instruction.
♦ To provide each student with a sense of control and mastery over technology as it relates to the learning process as well as solving real life problems in a global community.	Exceeded Met Partially Met Did Not Address	*Refined technology curriculum. *Updated network lab software. *School wide theme based Mars Millennium project.
♦ To create a foundation for learning upon which students can build and maintain successful careers in professions of their own choosing.	Exceeded Met Needs Improvement Did Not Address	*ITBS achievement *Individualized portfolios *Skills based pre and post testing
♦ To encourage a sense of personal balance by creating an appreciation of the arts and an understanding of the role fitness and good health play in a positive lifestyle.	Exceeded Met Partially Met Did Not Address	*Curriculum offerings demonstrate a wide range of courses in the arts. *Annual theater production (students participate in all phases of the production).
♦ To provide each student with a sense of community through frequent contact with the local culture in the form of guest speakers and field trips.	Exceeded Met Partially Met Did Not Address	*Field Trip lists *Lists of specialized instructors *Guest speaker list
♦ To create programs where respect for others and the environment is a priority.	Exceeded Met Partially Met Did Not Address	*Observation of school atmosphere *Hiring of a specialist in environmental education. *Development of a school wide behavior management program.

MOSCOW CHARTER SCHOOL

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed				Responsibilities of each individual
School Board	P S ST CM	2	E		A	Board Chair	
	P S ST CM	2	E		A	Board Member	
	P S ST CM	1	E		A	Board Member	
	P S ST CM	2 mth	E		A	Board Member	
	P S ST CM	2 mth	E		A	Board Member	
	P S ST CM	2 mth	E		A	Board Member	
	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: Once a month ❖ General meeting times: Last Thursday of each month ❖ Describe how meetings are posted to the public: newsletter and bulletin board						
	Title	Length of time in current position	Also teaches in classroom				Responsibilities of each individual
Administration	Executive Director	3	Y		N	General administration-day to day operations-teaches technology-curriculum review and development-teacher evaluation	
	Principal	3	Y		N	Student and teacher evaluations-day to day operations-curriculum development	
	Name	# P	# S	# ST	# CM	Responsibilities of each committee	
Committees	Building Committee	3		1		Meet with the architects and engineers to define the direction for the new school.	
	Curriculum Committee					Refine the existing curriculum	
	Communications committee					Process and define parent and staff concerns for presentation to the board.	

FINANCIAL	1998-1999	1999-2000	2000-2001
Estimated Cost Per Student	\$3,500	\$5,000	\$4,200
Operating Budget	\$89,000	\$415,000	\$434,000
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other_____</p> <p>Additional Federal Funding:</p> <p>♦ Students identified <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized:</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other_____</p> <p>Additional Federal Funding:</p> <p>♦ Students identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized:</p> <p>Providing special education for two students</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, <u>\$319,000</u></p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants <u>\$115,000</u></p> <p><input type="checkbox"/> Donations \$ _____</p> <p><input type="checkbox"/> Other _____ \$ _____</p> <p>Additional Federal Funding:</p> <p>♦ Students Identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized: Special education</p> <p>Do you participate in district discussion on how to spend federal dollars? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>Communication is still limited in this area.</i></p>
Debt	None	None	None

OTHER	1998-1999	1999-2000	2000-2001
Student Attendance Rate	95%	95%	
Student Discipline			# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: 0 % of students:
Student Enrollment	Total: 32 Waiting List: 0	Total: 64 Waiting List: 4	Total: 71 Waiting List: 5
Number Of Students Leaving Mid-Year	#: 6 Reasons For Leaving: Families moved to another area.	#: 8 Reasons For Leaving: 6 Families moved to another area. 2 The parents of these siblings were dissatisfied with the curriculum.	Reasons For Leaving: # Dropped out: 0 # Transferred: 9 # Transferred In: 9 3 Families moved to another area 6 were dissatisfied with the curriculum

OTHER <i>cont.</i>	1998-1999	1999-2000	2000-2001
Staff Development Opportunities	Accelerated Reader Training (staff)	Breakthrough to literacy Training (staff) Waterford Reading Program Training (staff)	Reading Workshop Accelerated Math Training Portfolio Dev. Training
Teacher Qualifications	# FT: 2 # PT: 1 # Certified: 3 Avg. Teaching Experience: 4.3 Years # with MA Degree: 1 # Teaching In Areas Outside Endorsements: 0	# FT: 4 # PT: 0 # Certified: 4 Avg. Teaching Experience: 6.5 Yrs # with MA Degree: 1 # Teaching In Areas Outside Endorsements: 0	# FT: 5 # PT: 1 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 3 Yrs # with MA Degree: 0 # Teaching In Areas Outside Endorsements: 0
Number of Departing Staff	#: 2 Reasons For Leaving: Other job Pregnancy	#: 2 Reasons For Leaving: Husbands obtaining job elsewhere in both cases.	#: 1 Reasons For Leaving: Did not agree with school philosophy

OTHER <i>cont.</i>	1998-1999	1999-2000	2000-2001
Parent Involvement	Hours: 3 hours per week Types of Involvement: Classroom assistance, lunchroom and library	Hours: 10 hours per week Types of Involvement: Classroom assistance and library Committee involvement	Hours/month: 80 Types of Involvement: Library, fundraising Estimated number of parents participating: 10
Other Volunteers (e.g., Community Involvement)	40 Total Hours/Year 40 Classroom Hours/Year	100 Total Hours/Year 50 Classroom Hours/Year	600 Total Hours/Year 50 Classroom Hours/Year Business Partnerships: None
Transportation			Drive/Are driven in private cars: 86% Public transportation: 2% School bus/District transport: 10% Walk/Bike: 2% Other: 0%
Lunch Services			Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5
Other Student Services			Counseling <input checked="" type="checkbox"/> On site <input checked="" type="checkbox"/> Through district Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district

NAMPA CHARTER SCHOOL

Sponsoring District: Nampa School District

LOCATION: Nampa	OPENING DATE: July 1, 1999
GRADE LEVELS: K-8	STUDENT/FTE TEACHER RATIO: 23.3 to 1 STUDENT/ADULT RATIO: 9 to 1
ADMISSIONS POLICY: Lottery. Preference given to students residing within Nampa School District. Parental/Guardian involvement/support required as stipulated in the charter contract.	
STUDENT ORGANIZATION: Single Track Schedule	
FACILITY: <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary Total square feet: 13,800	
STUDENT PROFILE: Asian/PacIs: 2% Free/reduced lunch eligibility: NA% Black: 0% Special needs: 9% Hispanic: 3% LEP: N/A % Native Am: % Title I: N/A% White: 95% Children of organizers: 16% Males: 53% Females: 47%	
MISSION: The Nampa Charter School mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment. The philosophy of the Nampa Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.	
SCHEDULE ADJUSTMENTS (<i>daily schedule, calendar, etc.</i>): The Nampa Charter School is on a modified year-round schedule. We selected a track, which would allow for fall, winter and spring vacations. The staff and parents are cognizant of the funding source, which is average daily attendance. Our daily schedule is coordinated with the Nampa School District Secondary schedule to allow for dual-enrollment in sport activities.	

NAMPA CHARTER SCHOOL

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>
	Block Scheduling	<input checked="" type="checkbox"/>	Multiage/Grade <input type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences <input checked="" type="checkbox"/>
	Core Knowledge	<input checked="" type="checkbox"/>	Service Learning <input checked="" type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus <input checked="" type="checkbox"/>
	Foreign Language 4 – 8Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary <input type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round <input checked="" type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based <input type="checkbox"/>
	<p><i>Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:</i></p> <p>Gifted and Talented Enrichment: <i>Accomplished through, but not limited to, clustering, competitions, consultations, curriculum clustering, independent study, interest-based workshops during intercessions, and pullout classes.</i></p> <p><i>Community Service:</i> Designed to instill a sense of individual, social and civic responsibility, specifics of the program are determined by the learners and staff during the initial weeks of the school year.</p> <p><i>Music Training:</i> Nampa Charter School implemented the piano lab this year.</p> <p><i>Character Training Program:</i> “Expectation training” through memorization and dramatization of classical poetry and historical passages, as well as staff who model essential traits of good character. Components include, but not limited to, a strong emphasis on kindness, the “golden rule,” and a reward system which honors students who are hard working, responsible, honest, respectful, etc.</p>		
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT <input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT <input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS <input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN <input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT <input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios <input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	Individual Education/Learning Plans <input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Ref'd Tests <input checked="" type="checkbox"/>
	<p>Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: Certificated staff utilizes the data received to identify areas where each student struggles, to identify general weaknesses in instruction, and to plan for those weaknesses. The staff uses all the data to align concepts between grade levels. The test data is also used to conference with parents.</p>		
	<p>Award/Honors offered to students: Our “Citizen of the Week” and “Citizen of the Month” are honors given to our students in the area of citizenship. We compare this award to ‘real life’ . . .those employees who get the promotions and raises in the work force. Nampa Charter School also has a Hall of Fame program for those students who excel academically. Hall of Fame and Citizen of the Week are handled every Friday by the principal, who goes into each class to test the students.</p>		

NAMPA CHARTER SCHOOL

STUDENT ACHIEVEMENT DATA

<i>Grade</i>	<i>Subject</i>	<i>Nat'l Student Norms</i>		<i>Nat'l School</i>	
		<i>99</i>	<i>00</i>	<i>99</i>	<i>00</i>
3	<i>Reading</i>	75	82	92	98
	<i>Language</i>	69	89	77	99
	<i>Math</i>	85	94	95	99
	<i>Core Total</i>	77	90	91	99
4	<i>Reading</i>	82	83	98	99
	<i>Language</i>	71	81	85	97
	<i>Math</i>	88	86	99	99
	<i>Core Total</i>	81	83	97	98
5	<i>Reading</i>	68	75	79	91
	<i>Language</i>	64	71	77	89
	<i>Math</i>	81	88	96	99
	<i>Core Total</i>	71	79	86	96
6	<i>Reading</i>	67	70	80	84
	<i>Language</i>	64	72	77	91
	<i>Math</i>	85	88	99	99
	<i>Core Total</i>	74	79	99	95
7	<i>Reading</i>	72	77	87	93
	<i>Language</i>	74	77	93	97
	<i>Math</i>	84	86	99	99
	<i>Core Total</i>	79	82	95	97
8	<i>Reading</i>	-	71	-	85
	<i>Language</i>	-	66	-	80
	<i>Math</i>	-	86	-	99
	<i>Core Total</i>	-	76	-	92

Special Note : Per our charter contract, Nampa Charter School stated our students would be in the top quartile nationally on the ITBS test. Although, the contract did not state specifically which norm, student or school, at the time the contract was written, school norms were published exclusively in Idaho. The top quartile scores referred to were “school norm” percentages.

NAMPA CHARTER SCHOOL

Idaho Reading Indicator

Grade	Fall /99			00	Winter/ 99			00	Spring/ 99		
Kindergarten	1	9%	8%	1	8%	8%	1	17%			
	2	52%	42%	2	67%	54%	2	58%			
	3	39%	50%	3	25%	38%	3	25%			
Grade 1	1	30%	12%	1	0%	4%	1	4%			
	2	22%	23%	2	20%	19%	2	8%			
	3	52%	65%	3	80%	77%	3	88%			
Grade 2	1	7%		0%	1	4%		4%	1	0%	
	2	22%		27%	2	18%		18%	2	4%	
	3	70%		73%	3	79%		79%	3	96%	
Grade 3	1	4%		0%	1	0%		4%	1	0%	
	2	22%		21%	2	20%		11%	2	21%	
	3	74%		79%	3	80%		86%	3	79%	
	Jan. 2000			Jan. 2001							
Direct Write	3.4			Not Available							
Direct Math	3.8			Not Available							

NAMPA CHARTER SCHOOL

STUDENT AND SCHOOL PERFORMANCE GOALS	Level of Accomplishment	Information Source
♦ Score in the top quartile on standardized tests on the national, state, and district levels after a period of two consecutive academic years at the charter school	Exceeded Met Partially Met Did Not Address	Iowa Test of Basic Skills
♦ Reading at grade level by 3 rd grade	Exceeded Met Partially Met Did Not Address	Idaho Reading Indicator ITBS – Reading Metropolitan – Reading
♦ Computing math at grade level by 3 rd grade	Exceeded Met Partially Met Did Not Address	ITBS – Math Direct Math Assessment
♦ Student absenteeism is less than 4%	Exceeded Met Partially Met Did Not Address	Attendance Records
♦ Student tardies are less than 2%	Exceeded Met Needs Improvement Did Not Address	Attendance Records
♦ 80% of the student body accomplishes the Personalized Learning Goals to be determined by classroom teacher and parent communication and observations.	Exceeded Met Partially Met Did Not Address	Surveys
♦ Students reflect positive growth on parent surveys done yearly on the child's attitudes and habits toward, but not limited work, ethic, honesty, taking responsibility, self confidence etc.	Exceeded Met Partially Met Did Not Address	*2 nd survey not sent out. Parents decided too many surveys with the NWRL surveys added.
♦ Samples of student work depicting, integrated, extended, refined and meaningful utilization of knowledge.	Exceeded Met Partially Met Did Not Address	Technology Portfolios

NAMPA CHARTER SCHOOL

GOVERNANCE

		Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	Highlight One: E=Elected A=Appointed	Responsibilities of each individual			
School Board	P	S	ST	CM	2 yrs.	E	A	Governing Board Chair
	P	S	ST	CM	2 yrs.	E	A	Secretary
	P	S	ST	CM	2 yrs.	E	A	Treasurer
	P	S	ST	CM	9 mos.	E	A	Vice Board Chair
	P	S	ST	CM	5 mos.	E	A	Board Member
	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 2 nd Tuesday of each month ❖ Describe how meetings are posted to the public: follow open meeting laws – posted at 3 locations							
		Title	Length of time in current position	Also teaches in classroom		Responsibilities of each individual		
Administration	Superintendent/Principal		2 years	Y		N	Operate school on day-to-day basis.	
				Y		N		
	Name		# P	# S	# ST	# CM	Responsibilities of each committee	
Committees	Advisory		12	2		2	Data gathering resource, and provides input and advice to the governing board.	
	P.T.O.		20				PTO officers will serve as a nominating committee to select a slate of nominees to replace outgoing governing board members. The governing Board will elect the new directors from the slate of nominees. PTO will serve as liaisons between teachers and parents.	

NAMPA CHARTER SCHOOL

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$3,738.00	\$ 5,564.47
Operating Budget	\$1,127,500.00	\$1,480,149.96
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other</p> <p>Additional Federal Funding:</p> <p>◆ Students identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized:</p> <p>Speech/Language services</p> <p>Psych. Services</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$<u>1,217,486.60</u></p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p>\$</p> <p><input checked="" type="checkbox"/> Grants \$<u>262,663.36</u></p> <p><input type="checkbox"/> Donations \$</p> <p><input type="checkbox"/> Other</p> <p>\$</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized:</p> <p>Speech/Language & Psych.</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	\$ 0	\$ 0 as of 4/15/01

NAMPA CHARTER SCHOOL

OTHER	1999-2000	2000-2001
Student Attendance Rate	96%	96%
Student Discipline		# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: % of students: 0
Student Enrollment	Total: 233 Waiting List: 240	Total: 266 Waiting List: 520
Number Of Students Leaving Mid-Year	#: 17 Reasons For Leaving: 7 moved out of district and/or state 4 transportation issue 1 larger Jr. Hi. Experience 2 home schooled 2 unknown 1 unhappy w/ academic and behavior program.	Reasons For Leaving: # Dropped out: 0 # Transferred: 1
Staff Development Opportunities	Technology class 100% G/T workshop 88% Art workshop 88% Office Software Workshop 3 attended “Boardsmanship” inservice for Charter Board – Senator Daryl Diede	Literacy Class 100% Metacognitive/Cognitive Techniques-Classroom 100% Art Workshop 88% Conversational Spanish 100%
Teacher Qualifications	# FT: 7 # PT: 5 # Certified: All Avg. Teaching Experience: 9 Years # with MA Degree: 2 # Teaching In Areas Outside Endorsements: 0	# FT: 9 # PT: 5 # Special Ed Endorsements: 3 # Non-Certified Giving Instruction: 1—P.E. Avg. Teaching Experience: 10 Years # with MA Degree: 2 # Teaching In Areas Outside Endorsements: 0

NAMPA CHARTER SCHOOL

OTHER <i>cont.</i>	1999-2000	2000-2001
Number of Departing Staff	#: 0	#: 0
Parent Involvement	Hours: Over 10,000 hours <i>Types Of Involvement:</i> Open up the school which included laying sod, putting up whiteboards, building shelves, working in classrooms as parent. Totally responsible for all aspects of the lunch program. Hot lunch 4x a week by local restaurants. Parents deliver the lunches, collect money. Volunteers every day since the school opened.	Hours/month: Over 6,000 hrs. Types Of Involvement: Manages all aspects of the lunch program; collecting orders, money, delivery, etc. Classroom volunteers, participating in PTO and committees Estimated number of parents participating: 35-40%
Other Volunteers (e.g., Community Involvement)	1000 Total Hours/Year 1000 Classroom Hours/Year	1500 Total Hours/Year 1500 Classroom Hours/Year Business Partnerships: 3
Transportation		Drive/Are driven in private cars: 10% Public transportation: 0% School bus/District transport: 85% Walk/Bike: 5% Other: %
Lunch Services		Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5
Other Student Services		Special Education

NAMPA CHARTER SCHOOL

POCATELLO COMMUNITY CHARTER SCHOOL

Sponsoring District: Pocatello School District

LOCATION: Pocatello	OPENING DATE: September 9, 1999
GRADE LEVELS: K-7 (will add 8 th grade for the 2001-02 school year)	STUDENT/FTE TEACHER RATIO:20/1 STUDENT/ADULT RATIO:10/1
ADMISSIONS POLICY: We have a lottery drawing each quarter and new applicants are put on the waiting list in the order they were drawn. Siblings of children already enrolled in the school are given preference.	
STUDENT ORGANIZATION: Multi-age with the exception of kindergarten	
FACILITY: We rent a space in the Westwood Mall. PCCS has renovated the space to meet our needs. The facility meets ADA requirements. Our plans are to stay in this space for at least several more years with the hope of eventually moving to a larger facility with more natural light, room for expansion, and a gym. <input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary	
STUDENT CHARACTERISTICS Black: 0.007% Hispanic: 0.02 % Native Am.: 0% White: 97% Males: 54 %	Free/reduced lunch eligibility: 24% reduced Special needs: 10% LEP: 0% Title I: 0 % Children of school organizers: .06% Females: 46 %
MISSION: To create a partnership of parents and teachers, dedicated to <i>academically challenging each student</i> , emphasizing innovation and flexibility.	
SCHEDULE ADJUSTMENTS (<i>daily schedule, calendar, etc.</i>): PCCS students (1 st -7 th) are here all day on Monday, Tuesday, Thursday, and Friday. Students go home at 12:00 on Wednesday to allow teachers planning and collaboration time for Expeditionary Learning. Kindergarteners were in school all day on Tuesday and Thursday and left at 12:00 on Wednesday. There are plans to change the kindergarten schedule for the 2001-02 school year.	

POCATELLO COMMUNITY CHARTER SCHOOL

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
	Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input type="checkbox"/>	Thematic/Interdisciplinary	<input type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Expeditionary Learning Outward Bound curriculum Mathletics – math enrichment program Portfolio Assessment aligned with State Performance Standards Student-led conferences			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: We look at the ITBS to determine programmatic areas of strength and weakness. The IRI, direct writing assessment, and direct math assessment are used to evaluate the growth of individual students and groups of students. These last three tests influence instruction at the school.			
	Award/Honors offered to students: Hope of America award sponsored by the Kiwanis club – given to a 6th grade girl and boy each year. Attendance awards given to students with perfect attendance			

POCATELLO COMMUNITY CHARTER SCHOOL

STUDENT AND SCHOOL PERFORMANCE GOALS:

PCCS has amended the charter to adopt the Idaho State Performance Standards as our measurable goals. The standards have become our portfolio requirements and we have combined them to make them useful in multi-age classrooms. There are separate lists of portfolio requirements for kindergarten, early elementary, middle elementary, upper elementary, and middle school. In addition to using rubrics to assess individual pieces of work throughout the portfolio, we have recently created a rubric to be included in the portfolio which provides a brief description of an individual student's progress in meeting the state performance standards. The rubric lists the following areas of assessment and whether the student is below, near, meeting, or exceeding the standards in each area:

- **Literary Analysis**
- **Reading**
- **Writing**
- **Creative Writing**
- **Listening**
- **Speaking**
- **Viewing**
- **Math Investigation**
- **Math Proficiency**
- **Science Investigation**
- **Cultural, Historical, Geographic Investigation**
- **Economics**
- **Health/P.E.**

In addition the rubric lists four PCCS requirements and whether those have been completed or are non-applicable for that student's grade level:

- **Service Learning**
- **Design Principles**
- **Adventure**
- **Character Letters**

STUDENT ACHIEVEMENT DATA

POCATELLO COMMUNITY CHARTER SCHOOL

Not included.

POCATELLO COMMUNITY CHARTER SCHOOL

GOVERNANCE

		Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position	Highlight One: E=Elected A=Appointed				
School Board		P	S	ST	CM	7 mos	E	A	Vice-Chair		
		P	S	ST	CM	6 mos	E	A	member		
		P	S	ST	CM	2 yrs	E	A	Secretary		
		P	S	ST	CM	1 yr	E	A	Chair		
		P	S	ST	CM	2 yrs	E	A	Treasurer		
		P	S	ST	CM	4 mos	E	A	member		
		P	S	ST	CM	1 yr	E	A	member		
	❖ Number of board members that are current business partners of school personnel: 0										
	❖ Number of board members related to school personnel: 1										
	❖ Frequency with which the board convenes: twice a month										
❖ General meeting times: 6:30 – 10:00											
❖ Describe how meetings are posted to the public: agenda is posted on line and in the school lobby											
		Title				Length of time in current position	Also teaches in classroom				
Administration	Dean					1 yr	Y N				School administrator
		Name				# P	# S	# ST	# CM		
Committees	Technology Fund Raising Library Playground										

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$5,329	
Operating Budget	\$639,482	
Sources Of Funding	Check all that apply: <input checked="" type="checkbox"/> State/District <input checked="" type="checkbox"/> Local Tax Revenues <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Donations <input type="checkbox"/> Other _____ Additional Federal Funding: ♦ Students Identified <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Debt	\$115,554 As Of 03/01/00	
OTHER	1999-2000	2000-2001
Student Attendance Rate	93%	93%
Student Discipline		# suspensions to date: 0 <i>% of students:</i> # expulsions to date: 0 <i>% of students:</i> # of referrals to date: 0 <i>% of students:</i>
Student Enrollment	Total: 120 Waiting List: 159	Total: 140 Waiting List: 125
Number Of Students Leaving Mid-Year	#:21 Reasons For Leaving: ♦ Dissatisfaction ♦ Moving out of area	

OTHER <i>cont.</i>	1999-2000	2000-2001
Staff Development Opportunities	Through Expeditionary Learning by Outward Bound (ELOB). Teacher development to also include site visits to other charter schools/ELOB sites, as well as traditional in-service days. A board retreat will take place and team building exercises will continue.	<ol style="list-style-type: none"> 1. Expeditionary Learning Outward Bound: summer institute, training days in school year, national conference, leadership conference, site visits, Outward Bound professional development courses and summits 2. Guided Reading training 3. Mathlands training 4. Health and Welfare Child Protection Services workshop 5. Three technology training days
Teacher Qualifications	<p># FT: 7 # PT: 6</p> <p># Special Ed Endorsements: 2</p> <p># Non-Certified Giving Instruction: 1</p> <p>Avg. Teaching Experience: 5 Years</p> <p># with MA Degree: 0</p> <p># Teaching In Areas Outside Endorsements: 0</p>	
Number of Departing Staff	<p>#: 2</p> <p>Reasons For Leaving: Relocation</p>	

OTHER <i>cont.</i>	1999-2000	2000-2001
Parent Involvement	Hours: <i>Not stated</i> Types Of Involvement: Serve on Advisory Councils & committees; and eighteen sub- committees.	
Other Volunteers (e.g. Community Involvement)	500 Total Hours/Year 300 Classroom Hours/Year <input checked="" type="checkbox"/> Estimated <input type="checkbox"/> Recorded	
Transportation		
Lunch Services		
Other Student Services		

RENAISSANCE PUBLIC CHARTER SCHOOL

Sponsoring District: Moscow Public School District

LOCATION: Moscow	OPENING DATE: September 1, 1999
GRADE LEVELS: K-12	STUDENT/FT TEACHER RATIO: 15:1 STUDENT/ADULT RATIO: 10:1
ADMISSIONS POLICY: Open enrollment on a space available basis to residents of the Moscow School District and beyond, as space permits. Lottery to determine enrollment if applications exceed spaces.	
STUDENT ORGANIZATION: Multi age, multi grade crews (active learners)	
FACILITY: <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary (modular classrooms)	
STUDENT PROFILE: Asian/PacIs: 0 % Free/reduced lunch eligibility: 47% Black: 2% Special needs: 5% Hispanic: 0% LEP: 0% Native American: 0% Title I: 10% White: 98% Children of organizers: 0% Males: 57% Females: 43%	
MISSION: Through community-wide collaboration, Renaissance Public Charter School is an innovative, research-based model charter school for the state of Idaho, complementing and enhancing the educational programs of the Moscow Public School District, developing students' multiple frames of knowledge through integrated, experiential learning opportunities, providing a technology-rich environment, and empowering students to become life-long learners and leaders in the 21 st century.	

RENAISSANCE PUBLIC CHARTER SCHOOL

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input checked="" type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
	Core Knowledge	<input checked="" type="checkbox"/>	Service Learning	<input checked="" type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Multiple Intelligences and Expeditionary Learning/Outward Bound are instructional strategies. The use of abundant, Internet accessible computers and other technology supports student learning. We offer: Suzuki strings for elementary students Chorus for all students Spanish taught to all grades by a native speaker Daily physical education/outdoor education for all students Art and technology classes for secondary students Work experience for high school students			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input checked="" type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	School Criterion Referenced Tests,	<input checked="" type="checkbox"/>
	STAR and	<input checked="" type="checkbox"/>	Scoring Standards, and NWEA MAP	
	Accelerated Reading and Mathematics		Testing aligned with Idaho Standards	
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: Standardized test data is used to compare our students with the Idaho and district populations, to the extent that a non-statistically significant population size can be analyzed. Standardized test data gives a sense of student academic growth over time. Criterion referencing and performance standards aligned with academic standards are used to guide instruction.			
	Award/Honors offered to students: A variety of classroom awards and public recognition (displays, celebrations) for work products/portfolios, performances, and service are offered to students.			

STUDENT ACHIEVEMENT DATA

Required Achievement Test	Grade Levels
Iowa Test of Basic Skills (ITBS)	3 rd through 8 th
Grade 3-near state average	
Grade 4-above state and district average	<i>On composite core,</i>
Grade 5-above state average	<i>school norms</i>
Grade 6-above state and district average	<i>Scores remain consistent</i>
Grade 7-above state and district average	<i>grade-to-grade</i>
Grade 8-above state and district average	
Test of Achievement and Proficiency	9 th , 10 th and 11 th
Grade 9-above state and near district average	<i>On composite core,</i>
Grade 10-near state average (3 students)	<i>school norms</i>
Grade 11-below state average (6 students)	
Direct Writing Assessment (DWA)	4 th , 8 th and 11 th
Grade 4-2.2 (2 students)	
Grade 8-3 (4 students)	<i>3 is proficient</i>
Grade 11-2 (2 students)	
Direct Mathematics Assessment (DMA)	4 th and 8 th
Grade 4-2.5 (2 students)	
Grade 8-3.1 (4 students)	<i>3 is proficient</i>
Idaho Reading Indicator (IRI)	K through 3 rd
Kindergarten-100% at grade level	
Grade 1-50% at/50% near	<i>At grade level=3</i>
Grade 2-75% at/25% near	<i>Near grade level=2</i>
Grade 3-60% at/20% near/20% below	<i>Below grade level=1</i>
Exceeded state in all grade levels in winter testing.	
Idaho State Exiting Standards and Benchmark Test	<i>Will be required once implemented</i>

PERFORMANCE GOALS:	Level of Accomplishment	Information Source
◆ Provision of a safe environment	Exceeded Met Partially Met Did Not Address	<i>Serious behavior incidents significantly decreased over the course of the year.</i>
◆ Charter school will empower educators at the school to maintain classroom discipline	Exceeded Met Partially Met Did Not Address	<i>Training in Love and Logic and Positive Discipline and training in addressing multiple learning styles.</i>
◆ Improved student communication	Exceeded Met Partially Met Did Not Address	<i>Average of weekly Director Updates, individual and bi-quarterly progress reports, quarterly Learning Plans, weekly folders, student homework agendas, frequent updating of website (including student work and teacher newsletters).</i>
◆ Preparation of students for post secondary educational programs and work force.	Exceeded Met Partially Met Did Not Address	<i>Academic program. Access to Career Trek and Career Information System for all secondary students Collaboration with Job Service and local businesses for work experience, service learning in community and with service organizations.</i>
◆ Training of students in current educational technology.	Exceeded Met Needs Improvement Did Not Address	<i>1.5 students per PC or laptop. DSL Internet connection. Microsoft Office Pro 2000 as standard on machines. Video and digital camera. Scanner. TV/VCR/overhead/TV-computer link per classroom.</i>
◆ Development of student character traits.	Exceeded Met Partially Met Did Not Address	<i>The values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized and enforced. The rules in the student handbook are enforced. ELOB design principles are posted and used. Student discipline and suspension referrals declined over the course of the year.</i>
◆ Stable charter school enrollment.	Exceeded Met Partially Met Did Not Address	<i>The current year enrollment has remained quite stable. There is a waiting list as of May 1 of 20 students, with additional inquiries.</i>
◆ Documented community satisfaction with the charter school	Exceeded Met Partially Met Did Not Address	<i>Parents have expressed satisfaction to staff, other parents, and the community. Parents have written letters of support. We did not administer a mid-year survey at the request of NWREL in order to avoid duplication of effort.</i>

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position		Highlight One: E=Elected A=Appointed		<i>Responsibilities of each individual</i>		
	Board of Directors	P	S	ST	CM	2		E A		President		
		P	S	ST	CM	2		E A		Vice-President		
		P	S	ST	CM	2		E A		Past President		
		P	S	ST	CM	2		E A				
		P	S	ST	CM	2		E A				
		P	S	ST	CM	9 mo		E A				
		P	S	ST	CM	7 mo		E A				
	See Board Responsibilities,, pages 14-15in charter on website- www.rcsk12.com.. Director, business manager, teacher representative serve as ex-officio members of the Board of Directors.	<div>❖ Number of board members that are current business partners of school personnel: 0</div> <div>❖ Number of board members related to school personnel: 0</div> <div>❖ Frequency with which the board convenes: Generally, one to two meetings per month</div> <div>❖ General meeting times: 5:45 until 8:15</div> <div>❖ Describe how meetings are posted to the public: in Director updates to all families, usually twice, posted in office and other sites in the community.</div>										
		Title				Length of time in current position		Also teaches in classroom		<i>Responsibilities of each individual</i>		
	Administration	Director				9 mths		Y N		Description on page 16-17 of charter. General oversight and responsibility for total operation.		
		Business Manager				2 years		Y N		Financial responsibility and logistical support.		
		Name				# P	# S	# ST	# CM	<i>Responsibilities of each committee</i>		
Committees	Community Affairs, Finance, and Grounds and Facilities Committees have been active this year.								See page 15 of Charter on website-www.rcsk12.com. Two individuals (parent/staff) coordinate each committee, with varying additional members (parents/staff/community members/students), as the needs dictate. Responsibilities are determined by the status of school goals determined by the Board of Directors.			

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$6,880	\$ 8,520 (average-55 students)
Operating Budget	\$495,326.00	\$ 468,605
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other</p> <p>Additional Federal Funding:</p> <p>♦ Students identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized: To contract for services for those students</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$340,000 base support</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input checked="" type="checkbox"/> Other-Special Education-Receive VIB. Do not receive Special Education professional development. Receive some information about training.</p> <p><input type="checkbox"/> Local Tax Revenues \$ 0</p> <p><input checked="" type="checkbox"/> Grants \$126,105</p> <p><input checked="" type="checkbox"/> Donations \$300</p> <p>Additional Federal Funding:</p> <p>♦ Students Identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>Receiving partial services for Title I</p> <p>♦ Describe how funding is utilized: Title II, IV, VI fpr professional development. Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, district decides how funds/services will be shared.</p>
Debt	None	None as of 5 /01/01

OTHER		1999-2000	2000-2001
Student Attendance Rate		90%	90%
Student Discipline			# suspensions to date: 33.5 21% of students: 2 students accounted for half of the suspensions. 2 other students with multiple suspensions dropped out. Frequency of office referrals has dramatically declined since October. # expulsions to date: 0 % of students: All students work with Director and appropriate staff to improve their behavior choices. # of referrals to date: 2 4 % of students: Positive Behavior Supports Program
Student Enrollment		Total: 72 Waiting List: 0	Total: 55 Waiting List: 20 and growing
Number Of Students Leaving Mid-Year		#: 6 Reasons For Leaving: 5 returned to school district 1 returned to home	Reasons For Leaving: 1= # Dropped out 4= #Obtaining GED 5 =# Transferred 7= #Moved away <i>12=# Enrolled mid-year, with 2 more expected</i>
High School Only	Graduation Rate	Not stated	
	Dual Enrollment	% In College: 0 % In District Academic: 0 Non-Acad.: 0.014%	Academic 1 student from last year obtained a GED and is attending college in Moscow. Extracurricular % In District .06 (chorus and band)
Staff Development Opportunities		Expeditionary Learning Outward Bound	Multiple Intelligences ELOB Discipline Standards/Assessments

OTHER <i>continued</i>	1999-2000	2000-2001
Teacher Qualifications	# FT: 3 # PT: 7 # Certified: 6 # Waivers: 3 Avg. Teaching Experience: 4 Years # with MA Degree: # Teaching In Areas Outside Endorsements: 0	# FT: 5 # PT: 5 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: Approved waivers through state 3 Avg. Teaching Experience: 7 Years # with MA Degree: 6 # Teaching In Areas Outside Endorsements: 0
Number of Departing Staff	#: 3 Reasons For Leaving: 2 budget cuts 1 resignation	#: 1 Reasons For Leaving: Resigned, needed back surgery.
Parent Involvement	Types of Involvement: ➤ committees ➤ class volunteers	Hours/month: average of 254 Types Of Involvement: Develop activity field, campus plantings, field trips, classroom volunteers, maintenance/repair, moving furniture, recycling, recess duty, office help, errands, custodial work, construction, carpentry, fundraising. Estimated number of parents participating: 30
Other Volunteers (e.g. Community Involvement)	800 Total Hours/Year 200 Classroom Hours/Year <input checked="" type="checkbox"/> Estimated <input type="checkbox"/> Recorded	2,290 Total Hours/Year 1,900 Classroom Hours/Year Business Partnerships: Moscow Chamber of Commerce Palouse Local Partnership STW University of Idaho Palouse-Clearwater Environmental Institute Moscow Job Service Latah Community Volunteer Center

OTHER <i>continued</i>	1999-2000	2000-2001
Transportation		Drive/Are driven in private cars: 60% Public transportation: 0% School bus/District transport: 10% Walk/Bike: 30% Other: 0%
Lunch		Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5 (free/reduced lunch will be offered next year)
Other Services		Counseling Resources sought for individual needs through the University of ID. Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Work through the Center on Disabilities and Human Develop. Received a Results-Based grant for inclusion program for the 2001-2004 school years through the Idaho SDE.

Parent Survey for «SCHOOL»

1. How many children do you have currently enrolled in this charter school? _____
How long have you had a child enrolled in this school?
☐ Less than 1 year
☐ 1 – 2 years
☐ More than 2 years
2. Approximately how many miles do you live from this charter school? _____
3. Do you know the school's mission?
☐ No
☐ Yes
4. What kind of schools did your child previously attend before this charter school?
☐ Public school (conventional)
☐ Another charter school
☐ Alternative public school
☐ Private/parochial school
☐ Home schooled
☐ Did not attend school
☐ Other (specify _____)
5. Rate the importance of the following factors in your decision to enroll your child in this school. Mark only one number for each item (1=Not Important, 2 = Somewhat Important, and 3 = Very important). Leave blank if the question does not apply.

Reasons for sending my child to «SCHOOL»:	Not Important	Somewhat Important	Very Important
a. Convenient location	1	2	3
b. My interest in being involved in an educational reform effort	1	2	3
c. Unique opportunities for my child at the charter school	1	2	3
d. Academic reputation (high standards) of this school	1	2	3
e. School safety/climate	1	2	3
f. I prefer the emphasis and educational philosophy of this school	1	2	3
g. My child has special needs that were not met at his/her previous school	1	2	3
h. Good teachers and high quality instruction	1	2	3
i. I prefer a private school but could not afford it	1	2	3
j. My child wanted to attend this school	1	2	3
k. My child was performing poorly at previous school	1	2	3
Reasons for sending my child to «SCHOOL»:	Not Important	Somewhat Important	Very Important
l. I was unhappy with the curriculum at previous school	1	2	3
m. I was unhappy with the instruction at previous school	1	2	3
n. This school has good physical facilities	1	2	3
o. Small class sizes	1	2	3
p. Educational program	1	2	3



List some other factors that motivated you to enroll your child in this school.

6. Overall, has your experience at «SCHOOL» met your initial expectation?

- ☐ Yes
☐ No

Comments: _____

7. To what extent are you satisfied with the following aspects of «SCHOOL»? Mark the most appropriate response for each item (1 = Very Dissatisfied, 2 = Somewhat Dissatisfied, 3 = Satisfied, and 4 = Very Satisfied).

Satisfaction	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Class sizes	1	2	3	4
b. Teachers and other school staff	1	2	3	4
c. School resources	1	2	3	4
d. Availability of computers and other technology	1	2	3	4
e. Educational program	1	2	3	4
f. School stability	1	2	3	4
g. Overall school climate/environment	1	2	3	4
h. Extracurricular activities	1	2	3	4
i. Standards and expectations	1	2	3	4
j. Physical facilities	1	2	3	4
k. Administrative leadership	1	2	3	4
l. Potential for parental involvement	1	2	3	4
m. Progress toward meeting school's mission	1	2	3	4
n. My child's academic achievements	1	2	3	4

8. Does this school meet the needs of students with special needs?

- ☐ Yes
☐ No
☐ Do not know
☐ Does not apply



9. Mark the extent to which you agree or disagree with the following statements about «SCHOOL», where 1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Agree, and 4 = Strongly Agree.

Statements about «SCHOOL»	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My child is motivated to learn	1	2	3	4
b. The quality of instruction is high	1	2	3	4
c. My child receives sufficient individual attention	1	2	3	4
d. The students are diverse	1	2	3	4
e. The school is meeting my child's needs	1	2	3	4
f. There is good communication between the school and my household	1	2	3	4
g. Support services (i.e. counseling, health care, etc.) are available to my child.	1	2	3	4
h. The school is supporting innovative practice	1	2	3	4
i. Parents have the ability to influence the direction of the school	1	2	3	4
j. Teachers and school leadership are accountable for student achievement and performance.	1	2	3	4

10. What do you think about «SCHOOL»'s effort to fulfill its mission statement (see Appendix 1) and its accomplishments with its performance goals (see Appendix 2)? Use 1 = Has Not Been Addressed; 2 = Partially Meeting; 3 = Meeting; 4 = Exceeding; and 5 = Don't Know.

School's ability to fulfill the following:	Not Addressed	Partially Meeting	Meeting	Exceeding	Don't Know
Mission	1	2	3	4	5
Performance Goal #1	1	2	3	4	5
Performance Goal #2	1	2	3	4	5
Performance Goal #3	1	2	3	4	5
Performance Goal #4	1	2	3	4	5
Performance Goal #5	1	2	3	4	5
Performance Goal #6	1	2	3	4	5
Performance Goal #7	1	2	3	4	5
Performance Goal #8	1	2	3	4	5
Performance Goal #9	1	2	3	4	5
Performance Goal #10	1	2	3	4	5

11. What has been your involvement with this school?

- ☐ Planning/founder
- ☐ School committee member
- ☐ Board member
- ☐ Volunteer hours #___/month
- ☐ Other _____
- ☐ None

12. What is the greatest strength of this school?



13. What is the greatest weakness of this school?

14. Other comments (attach additional sheets as necessary):



Staff Survey for «SCHOOL»

1. What is/are your role(s) at this school?

- ☐ Teacher
- ☐ Instructor (under supervision of certified staff)
- ☐ Teaching assistant
- ☐ Specialist (specify _____)
- ☐ Student teacher
- ☐ Principal/administrator
- ☐ Other (specify _____)

2. Mark the one statement that best corresponds to your current teaching certification status.

- ☐ I am currently certified to teach in this state.
- ☐ I am currently certified to teach in another state but not this one.
- ☐ I am working to obtain teaching certification.
- ☐ I am currently certified as an administrator.
- ☐ I am not certified and am not currently working to obtain certification.

3. Are you teaching in any areas outside of your endorsements?

- ☐ Yes; Subjects: _____
- ☐ No
- ☐ Not applicable

4. How many years (including this year) of experience have you had in each of these types of schools and in total?

Private/Parochial	_____
Charter	_____
Traditional public	_____
Other	_____
Total	=====

How many years have you been teaching or been an administrator at «School»? _____

5. Please list all degrees held and major course of study for each.

- ☐ Bachelors in _____
- ☐ Masters in _____
- ☐ Doctorate in _____
- ☐ Other _____



6. Rate the importance of the following factors in your decision to seek employment at «School» by marking what you believe is the most appropriate answer. Mark only one response for each item, where 1= Not Important, 2 = Somewhat Important and 3 = Very Important.

Reasons for working at «School»:	Not Important	Somewhat Important	Very Important
a. Convenient location	1	2	3
b. High emphasis on academics	1	2	3
c. Interested in being involved in an education reform effort	1	2	3
d. Opportunities presented by school leaders	1	2	3
e. Size of school	1	2	3
f. Parents are committed	1	2	3
g. Safety/climate at school	1	2	3
h. Difficult to find other positions	1	2	3
i. Opportunity to work with like minded educators	1	2	3
j. Class sizes	1	2	3
k. Educational program	1	2	3

List any other factors that motivated you to seek employment at «School»:

7. Does the school serve students with special needs well?

☐ Yes
 ☐ Do not know
 ☐ No
 ☐ Does not apply

8. Overall, has your experience at «School» met your initial expectation?

☐ Yes
 ☐ No

Comments: _____

9. Are you a founder or original staff member of the school?

☐ Yes
 ☐ No



10. Rate your level of satisfaction with the following aspects or features of «School». Mark the most appropriate response for each item, where 1= Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, and 4 = Very Satisfied.

Satisfaction	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Salary level	1	2	3	4
b. Fringe benefits	1	2	3	4
c. Relations with the community at large	1	2	3	4
d. Evaluation or assessment of your performance	1	2	3	4
e. Resources available for instruction	1	2	3	4
f. School building and facilities	1	2	3	4
g. Availability of computers and other technology	1	2	3	4
h. School governance	1	2	3	4
i. Administrative leadership of school	1	2	3	4
j. School mission	1	2	3	4
k. Overall school climate/environment	1	2	3	4
l. Students academic performance	1	2	3	4
m. Student motivation	1	2	3	4
n. Teacher collegiality	1	2	3	4
o. Professional development opportunities	1	2	3	4

11. Mark the extent to which you agree or disagree with the following statements about «School», where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

Statements about «School»	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school is meeting student needs that could not be addressed at other local schools.	1	2	3	4
b. Students feel safe at this school.	1	2	3	4
c. Class sizes are too large to meet the individual students needs.	1	2	3	4
d. Teachers are disenchanted with what can be accomplished at this school.	1	2	3	4
e. The students are diverse.	1	2	3	4
f. Teachers are involved in decision making.	1	2	3	4
g. The school has sufficient financial resources.	1	2	3	4
h. I am satisfied with the educational program.	1	2	3	4
i. Teachers are challenged to be effective.	1	2	3	4
j. This school has been well received by the community.	1	2	3	4
k. I think this school has a bright future.	1	2	3	4
l. This school reflects a community atmosphere.	1	2	3	4
Statements about «School»	Strongly Disagree	Disagree	Agree	Strongly Agree
m. The school has high standards and expectations for students.	1	2	3	4
n. Parents are involved in instructional and school activities.	1	2	3	4
o. Parents can influence instructional and school activities.	1	2	3	4
p. Teachers and school leadership are accountable for student achievement and performance.	1	2	3	4



q. Teachers and the Board work collaboratively to meet the school's performance goals.	1	2	3	4
r. It is important for our school to be held accountable to its performance goals.	1	2	3	4
s. Lack of student discipline hinders my ability to teach and the opportunity for other students to learn.	1	2	3	4
t. Teachers are insecure about their future at the school.	1	2	3	4
u. Teachers have many non-instructional duties.	1	2	3	4
v. Staff reflect upon and evaluate the success of the school's educational program on a regular basis (e.g., annually).	1	2	3	4
w. The quality of instruction is high.	1	2	3	4
x. There is good communication between the school and parents/guardians.	1	2	3	4
y. Support services (counseling, health care, etc) are available to students.	1	2	3	4
z. Teachers are able to influence the direction of the school.	1	2	3	4
aa. There is commitment to the mission of the school.	1	2	3	4
bb. Teachers are autonomous and creative in their classes.	1	2	3	4

12. What do you think about «School»'s effort to fulfill its mission statement (see Appendix 1) and its accomplishments with its performance goals (see Appendix 2)? Use 1 = Has Not Been Addressed; 2 = Partially Meeting; 3 = Meeting; and 4 = Exceeding.

School's ability to fulfill the following:	Not Addressed	Partially Meeting	Meeting	Exceeding
Mission	1	2	3	4
Performance Goal #1	1	2	3	4
Performance Goal #2	1	2	3	4
School's ability to fulfill the following:	Not Addressed	Partially Meeting	Meeting	Exceeding
Performance Goal #3	1	2	3	4
Performance Goal #4	1	2	3	4
Performance Goal #5	1	2	3	4
Performance Goal #6	1	2	3	4
Performance Goal #7	1	2	3	4
Performance Goal #8	1	2	3	4
Performance Goal #9	1	2	3	4
Performance Goal #10	1	2	3	4

13. Please check any areas of technical assistance that are needed at your school.

- | | |
|---|--|
| <input type="checkbox"/> Regulatory issues | <input type="checkbox"/> Program evaluation |
| <input type="checkbox"/> Charter renewal | <input type="checkbox"/> Governance & leadership |
| <input type="checkbox"/> Accreditation | <input type="checkbox"/> Personnel issues |
| <input type="checkbox"/> Improving facilities | <input type="checkbox"/> Community relations |
| <input type="checkbox"/> School finance/budgeting | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Alignment of curriculum with state standards | |

14. What is the greatest strength of this school?



15. What is the greatest weakness of this school?

16. What opportunities have you had for professional development in the last year?

17. Briefly describe the process by which you are evaluation as a teacher or administrator.

18. Other comments (attach additional sheets as necessary)



Student Evaluations for «SCHOOL»

1. What grade/class are you in? _____
2. What kind of schools did you attend before enrolling in this school?
 - ☐ Regular public school
 - ☐ Another charter school
 - ☐ Alternative public school
 - ☐ Private/parochial school
 - ☐ Home schooled
 - ☐ Did not attend school
 - ☐ Other (specify _____)
3. Why did you and your family choose this school? Rate the importance of each of the following reasons by marking one response for each item, where 1= Not Important, 2 = Somewhat Important and 3 = Very Important.

Reasons for coming to «SCHOOL»:	Not Important	Somewhat Important	Very Important
a. This school has a good location.	1	2	3
b. My parents thought this school is better for me.	1	2	3
c. I was not doing very well at my last school.	1	2	3
d. This school has interesting things to do.	1	2	3
e. This school is small, has small class sizes.	1	2	3
f. This school has computers and other equipment.	1	2	3
g. This school is a comfortable place.	1	2	3
h. Teachers at my last school did not help me enough.	1	2	3
i. We heard that teachers were better at this school.	1	2	3
j. My friends were attending this school.	1	2	3

List some other reasons that you and your family chose this school.

4. How are you doing in school?
 - ☐ Excellent
 - ☐ Good
 - ☐ Average
 - ☐ Not so well
 - ☐ Very badly
5. Compared to your last school, how interested are you in your schoolwork?
 - ☐ More interested than at my last school
 - ☐ About the same as at my last school
 - ☐ Less interested than at my last school
6. Does your school help all students learn, including those with special physical or learning needs?
 - ☐ Yes
 - ☐ No
 - ☐ Do not know
 - ☐ Does not apply

7. To what extent do you agree or disagree with the following statements? { 1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Agree, and 4 = Strongly Agree. }

Statements about «SCHOOL»	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I think that I am learning more here than at my last school.	1	2	3	4
b. I wish there were more classes I could choose from.	1	2	3	4
c. I have a computer available at school when I need one.	1	2	3	4
d. I know the mission of my school.	1	2	3	4
e. The students at this school are from different ethnic groups	1	2	3	4
f. Students respect one another and their property.	1	2	3	4
g. The school building is clean and well taken care of.	1	2	3	4
h. There are rules in the school we must follow.	1	2	3	4
i. If the teacher left the class most students would continue to work on their assignments.	1	2	3	4
j. I get feedback on most or all of the assignments that I turn in.	1	2	3	4
k. Students take responsibility for their own learning in this school.	1	2	3	4
l. Teachers and administrators know me by my name.	1	2	3	4
m. My teacher is available to talk to me or help me when I need it.	1	2	3	4
n. Students have some power in this school	1	2	3	4
o. Students feel important at our school.	1	2	3	4
p. I feel as though my ideas are listened to.	1	2	3	4
q. Teachers seem happy at our school.	1	2	3	4
r. This school is doing a good job preparing me for the future.	1	2	3	4
s. The students at this school come from diverse backgrounds.	1	2	3	4
t. I feel safe at this school.	1	2	3	4

8. What is the thing that you like most about this school?

9. What is the biggest problem or thing that you dislike most about this school?

10. Other comments (attach additional sheets of paper if you wish)

PHONE SURVEY QUESTIONS FOR
IDAHO SCHOOL DISTRICTS WITH CHARTER SCHOOLS

OBJECTIVE: Assess impact of charter schools on their sponsoring school districts and/or on school districts in general

OVERARCHING QUESTIONS:

Are charter schools having an impact on public school districts in Idaho?

What kinds of impacts are occurring? What is the level of intensity of the impact?

What are districts doing differently now that charters are in the picture (that they might not have done were it not for charters)?

If the effect of charter laws is to cause innovation, through what mechanisms does this occur?
What factors spur response?

INTERVIEW PROTOCOL: Phone superintendents or liaisons at a designated time (prearranged). After introductions and a brief explanation of the project, interview using the questions that follow. Record all answers in the database. Some responses will be selected from an array, e.g., "somewhat" or "not at all," and a few are open-ended. *Names will be held in confidence in connection to any responses that are given.*

Questions will cover two areas: the impact of charter on the greater system and the effects of charters on your district directly.

1. To what extent do you see charters, in general, as "laboratories" for innovation, as is part of the intent of Idaho charter school legislation?

Very innovative-----Somewhat innovative-----Not at all innovative

2. Have any of your schools made modifications to curriculum or to course offerings based on what the charter school(s) is/are doing? Have any changes been philosophical, structural or financial? What are the mechanisms for change?

Yes-----No-----Don't know

Comments: _____

3. Have you made any change in your public relations/marketing as a result of having a charter school in your district?

Yes-----No-----Don't know

Comments: _____

4. On a related note, have schools in your district analyzed how they give their parents a voice?

Yes-----No-----Don't know

*Comments:*_____

5. Assess the level of impact that charters are having on your school district on the following items:

A. loss of students
Severe—Moderate—Mild—None

B. loss of financing
Severe—Moderate—Mild—None

C. loss of particular kind of student to niche-focused school
Severe—Moderate—Mild—None

D. increasing challenges predicting enrollment
Severe—Moderate—Mild—None

E. causing redistribution of central office administrators' time
Severe—Moderate—Mild—None

F. affecting staff morale
Severe—Moderate—Mild—None

G. changes in community as a result?
Severe—Moderate—Mild—None

H. causing divisiveness in your community?
Severe—Moderate—Mild—None

6. If your school district was [smaller/larger], would you see a [greater/lesser] impact?

7. How much do you think that charters

A. attract higher performing students and more engaged parents

Definitely—Somewhat—Not at all

B. serve as "dumping grounds" for students that conventional public schools do not want to serve

Definitely—Somewhat—Not at all

C. lead to socioeconomic segregation of students?

Definitely—Somewhat—Not at all

D. lead to racial segregation of students?

Definitely—Somewhat—Not at all

8. Do you believe that creating a competitive environment leads to school improvement?

Definitely—Somewhat—Not at all

9. To what extent do you believe that the views of other superintendents in charter districts are similar to your own?

Very similar—Somewhat similar—Not very similar—Don't know

10. Do you see an increase in the number of charter schools in your district?

Yes—Possibly--No

11. Has answering these questions caused you to reconsider your perspectives on possible impacts of charters? Why?

Yes—No

Comments: _____

Idaho Testing Requirements

The standardized achievement test data is required of all Idaho public schools, including public charter schools.

Required Achievement Test	Grade Levels
Iowa Test of Basic Skills (ITBS)	3 rd through 8 th
Test of Achievement and Proficiency	9 th , 10 th and 11 th
Direct Writing Assessment (DWA)	4 th , 8 th and 11 th
Direct Mathematics Assessment (DMA)	4 th and 8 th
Idaho Reading Indicator (IRI)	K through 3 rd
Idaho State Exiting Standards and Benchmark Test	<i>Will be required once implemented</i>